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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.
**Unit Title:** Unit 1 – Level 2 Fundations

<table>
<thead>
<tr>
<th>Stage 1: Desired Results</th>
</tr>
</thead>
</table>

**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
### 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?
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-symbols 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-symbols 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
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**

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
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</table>


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)

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Day 1 in Fundations</td>
<td>Orientation Day 1 in Fundations</td>
</tr>
</tbody>
</table>
• **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. \( \text{a, e, i, o, u, j, y, x, qu, w} \) T65

---

**Learning Opportunities/Strategies:**
Orientation Day 2 in Fundations

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

---

**Resources:**
Orientation Day 2 in Fundations

• Standard Sound Cards
**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 Fundations

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

**Resources:**
Week 1 Day 1 in Fundations
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

---

**Learning Opportunities/Strategies:**
Week 1 Day 2 in Fundations

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

**Resources:**
Week 1 Day 2 in Fundations
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

**Learning Opportunities/Strategies:**
Week 1 Day 3 in Fundations

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

**Resources:**
Week 1 Day 3 in Fundations
Pemberton Township School District  
Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Large Sound Cards</th>
<th>Learning Opportunities/Strategies:</th>
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<tbody>
<tr>
<td>New or challenging sounds.</td>
<td>Week 1 Day 4 in Fundations</td>
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</table>

**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

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

---

**Resources:**

Week 1 Day 4 in Fundations
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. 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 Fundations

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

**Resources:**
Week 1 Day 5 in Fundations

**Learning Opportunities/Strategies:**
Week 1 Day 5 in Fundations

- **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**
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. 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 Fundations

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

---

**Resources:**
Week 2 Day 1 in Fundations

- 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
**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

---

**Learning Opportunities/Strategies:**
Week 2 Day 2 in Fundations

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

**Resources:**
Week 2 Day 2 in Fundations
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

Learning Opportunities/Strategies:
Week 2 Day 3 in Fundations

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

Resources:
Week 2 Day 3 in Fundations
### Pemberton Township School District
#### Second Grade – Foundational Skills

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<tr>
<th><strong>Standard Sound Cards</strong></th>
<th><strong>Learning Opportunities/Strategies:</strong></th>
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<td>All vowels, new or challenging sounds, 4-5 other consonants.  T88</td>
<td><strong>Week 2 Day 4 in Fundations</strong></td>
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- **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

**Resources:**  
**Week 2 Day 4 in Fundations**
### 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 Fundations

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

**Resources:**
Week 2 Day 5 in Fundations

- 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
| **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** |

- **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**

---

**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
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

<table>
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<tr>
<th>High-Achieving Students</th>
<th>On Grade Level Students</th>
<th>Struggling Students</th>
<th>Special Needs/ELL</th>
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<tbody>
<tr>
<td>• Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</td>
<td>• Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</td>
<td>• Remind students to use visual resources</td>
<td>• Remind students to use visual resources</td>
</tr>
<tr>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>• Be aware of a student’s trouble spots</td>
<td>• Be aware of a student’s trouble spots</td>
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<tr>
<td>• During dictation, dictate a challenge sentence</td>
<td>• During dictation, dictate a challenge sentence</td>
<td>• Assist by helping students tap or modify by tapping fingers on table</td>
<td>• Assist by helping students tap or modify by tapping fingers on table</td>
</tr>
<tr>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
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<tr>
<td></td>
<td></td>
<td>• Select a drill sound warm-up leader.</td>
<td>• Select a drill sound warm-up leader.</td>
</tr>
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<td></td>
<td></td>
<td>• Use Unit Resources to make additional word practice</td>
<td>• Use Unit Resources to make additional word practice</td>
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<tr>
<td></td>
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<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
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<td></td>
<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
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### Unit Title: Unit 2 – Level 2 Fundations

#### Stage 1: Desired Results

**Standards & Indicators:**

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<thead>
<tr>
<th>NJSLS 21st Century Life and Careers</th>
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<td>CRP4.</td>
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<td>CRP12.</td>
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</table>
**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 Fundations. 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**
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.

---

**Stage 2: Assessment Evidence**
Pemberton Township School District  
Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Notebook</td>
<td>• Assessment of Student Mastery</td>
</tr>
<tr>
<td>• Student Composition Book</td>
<td>o Unit Tests</td>
</tr>
<tr>
<td>• Direct Observation of Daily Work:</td>
<td>o Dictation (Day 5 Check-up)</td>
</tr>
<tr>
<td>o Letter-Keyword-Sounds</td>
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<tr>
<td>o Tapping</td>
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<tr>
<td>o Student Work on Dry Erase Board</td>
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<td>o Student Work on Letter Board</td>
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<td>o Student Work on Gel Board</td>
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<td>o Marking</td>
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<td>o Scooping</td>
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<td>• Handwriting</td>
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<td>• Dictation</td>
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<td>• Letter Sound Correspondence</td>
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<td>• Spelling</td>
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<td>• Punctuation and Capitalization</td>
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<tr>
<td>• Questioning to Guide Student Learning and Mastery</td>
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<tr>
<td>• Student Collaboration</td>
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<tr>
<td>• Independent Application of Skills in Reading and Writing</td>
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</tbody>
</table>

Stage 3: Learning Plan
# Pemberton Township School District
Second Grade – Foundational Skills

## Learning Opportunities/Strategies: Week 1 Day 1 in Fundations

- **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

## Resources: Week 1 Day 1 in Fundations

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

## Learning Opportunities/Strategies: Week 1 Day 2 in Fundations

## Resources: Week 1 Day 2 in Fundations

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

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook
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. (/ؤول/) 
  - **Echo/Find Words**
    - Dictate word, students tap and find Letter Tiles needed to make the word. One Student 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 Fundations

**Resources:**
- Week 1 Day 3 in Fundations

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

<table>
<thead>
<tr>
<th>Learning Opportunities</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drill Sounds/Warm Up</strong> –</td>
<td>Complete the following Learning Activity procedures.</td>
</tr>
<tr>
<td>Large Sound Cards</td>
<td>New or challenging sounds.</td>
</tr>
<tr>
<td>Standard Sound Cards</td>
<td>Vowels and 4-5 consonants</td>
</tr>
<tr>
<td>Trick Word Drill</td>
<td>Introduced, but not mastered, Trick Words. T106</td>
</tr>
</tbody>
</table>

- **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

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

### Learning Opportunities/Strategies:
Week 1 Day 5 in Fundations
- **Drill Sounds/Warm Up** –

### Resources:
Week 1 Day 5 in Fundations
- **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**
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

**Learning Opportunities/Strategies:**  
Week 2 Day 1 in Fundations

- Large Sound Cards  
- Standard Sound Cards  
- R-Controlled Sounds Poster  
- Echo and/or Baby Echo  
  o 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

**Resources:**  
Week 2 Day 1 in Fundations
Pemberton Township School District  
Second Grade – Foundational Skills

| 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*, *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 Student builds word with Standard Sound Cards. T113 |

**Learning Opportunities/Strategies:**  
Week 2 Day 2 in Fundations  

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

**Resources:**  
Week 2 Day 2 in Fundations

- 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
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 Fundations

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

**Resources:**
Week 2 Day 3 in Fundations

- **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**
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 Fundations

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

Resources:

Week 2 Day 4 in Fundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Echo and/or Baby Echo
  o 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
  o salmon, green, and ivory blank tiles

- Student Copies of Phrased Story
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 Fundations

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

**Resources:**
Week 2 Day 5 in Fundations
## Pemberton Township School District
### Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 2</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
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<tbody>
<tr>
<td><strong>Unit 2</strong></td>
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</table>

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**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**
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 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**
Star bonus letters.
Box glued sounds.
Mark closed syllables and vowel sounds.

**Dictate Sentences**
Dictate words. Students repeat, then write the sentence individually.
Lastly, have students scoop sentences to phrase them. T121

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).

<table>
<thead>
<tr>
<th><strong>Differentiation</strong></th>
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<tbody>
<tr>
<td><strong>High-Achieving Students</strong></td>
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<tr>
<td>• Ask challenging questions (e.g.,)</td>
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- Composition Book
- Unit Test Tracker (PLC)
**Pemberton Township School District**  
Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>what do you know about that sound? What is a word that begins with that sound? Etc.)</th>
<th>what do you know about that sound? What is a word that begins with that sound? Etc.)</th>
<th>resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>• Be aware of a student’s trouble spots</td>
</tr>
<tr>
<td>• During dictation, dictate a challenge sentence</td>
<td>• During dictation, dictate a challenge sentence</td>
<td>• Assist by helping students tap or modify by tapping fingers on table</td>
</tr>
<tr>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
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<td>• Select a drill sound warm-up leader.</td>
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<td>• Use Unit Resources to make additional word practice</td>
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<td></td>
<td></td>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
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<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
</tr>
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</table>

**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)
**Unit Title:** Unit 3 – Level 2 Fundations

**Stage 1: Desired Results**

**Standards & Indicators:**

**NJSLA Grade 2 English Language Arts**
- RF.2.3
- RF.2.4
- RL.2.10

**NJSLA Technology**
- 8.1.2.A.2
- 8.1.5.A.2

**NJSLA 21st Century Life and Careers**
- CRP4.
- CRP12.
### 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?
### 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*
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

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Notebook</td>
<td>• Assessment of Student Mastery</td>
</tr>
<tr>
<td>• Student Composition Book</td>
<td>o Unit Tests</td>
</tr>
<tr>
<td>• Direct Observation of Daily Work:</td>
<td>o Dictation (Day 5 Check-up)</td>
</tr>
<tr>
<td>o Letter-Keyword-Sounds</td>
<td></td>
</tr>
<tr>
<td>o Tapping</td>
<td></td>
</tr>
<tr>
<td>o Student Work on Dry Erase Board</td>
<td></td>
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<tr>
<td>o Student Work on Letter Board</td>
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<tr>
<td>o Student Work on Gel Board</td>
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</tr>
<tr>
<td>o Marking</td>
<td></td>
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<tr>
<td>o Scooping</td>
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<td>• Handwriting</td>
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<tr>
<td>• Dictation</td>
<td></td>
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<tr>
<td>• Letter Sound Correspondence</td>
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<tr>
<td>• Spelling</td>
<td></td>
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<tr>
<td>• Punctuation and Capitalization</td>
<td></td>
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<tr>
<td>• Questioning to Guide Student Learning and Mastery</td>
<td></td>
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<tr>
<td>• Student Collaboration</td>
<td></td>
</tr>
<tr>
<td>• Independent Application of Skills in Reading and Writing</td>
<td></td>
</tr>
</tbody>
</table>

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**Stage 3: Learning Plan**
Learning Opportunities/Strategies:
Week 1 Day 1 in Fundations

• **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 /o/ 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

Resources:
Week 1 Day 1 in Fundations

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

Learning Opportunities/Strategies:
Week 1 Day 2 in Fundations

Resources:
Week 1 Day 2 in Fundations

• Standard Sound Cards
• Large Sound Cards
• Unit Word Resource List
• Student Notebook
• Letter Boards
• Magnetic Letter Tiles
• 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 Student builds word with Standard Sound Cards. T133

---

**Learning Opportunities/Strategies:**
Week 1 Day 3 in Fundations

**Resources:**
Week 1 Day 3 in Fundations
### 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 Fundations

### Resources:
Week 1 Day 4 in Fundations

- **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**

---
• 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 Fundations

**Resources:**
Week 1 Day 5 in Fundations

• Standard Sound Cards
• R-Controlled Sounds Poster
• Vowel Teams Poster
• Echo and/or Baby Echo
  o 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
### Pemberton Township School District
Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
</tbody>
</table>

#### 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

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

#### Resources:
- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook
- **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 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).

**Differentiation**

<table>
<thead>
<tr>
<th>High-Achieving Students</th>
<th>On Grade Level Students</th>
<th>Struggling Students</th>
<th>Special Needs/ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Composition Book**

**Unit Test Tracker (PLC)**
### Pemberton Township School District
#### Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
<th>Activity 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</td>
<td>• Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</td>
<td>• Remind students to use visual resources</td>
<td>• Remind students to use visual resources</td>
</tr>
<tr>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>• Be aware of a student’s trouble spots</td>
<td>• Be aware of a student’s trouble spots</td>
</tr>
<tr>
<td>• During dictation, dictate a challenge sentence</td>
<td>• During dictation, dictate a challenge sentence</td>
<td>• Assist by helping students tap or modify by tapping fingers on table</td>
<td>• Assist by helping students tap or modify by tapping fingers on table</td>
</tr>
<tr>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
</tr>
<tr>
<td>• Remind students to use visual resources</td>
<td>• Be aware of a student’s trouble spots</td>
<td>• Select a drill sound warm-up leader.</td>
<td>• Select a drill sound warm-up leader.</td>
</tr>
<tr>
<td>• Use Unit Resources to make additional word practice</td>
<td>• Use Unit Resources to make additional word practice</td>
<td>• Use Unit Resources to make additional word practice</td>
<td>• Use Unit Resources to make additional word practice</td>
</tr>
<tr>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
</tr>
<tr>
<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
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</tr>
</tbody>
</table>
### Unit Title: Unit 4 – Level 2 Fundations

#### 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

<table>
<thead>
<tr>
<th>Central Idea / Enduring Understanding:</th>
<th>Essential/Guiding Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will…</td>
<td>How do suffixes change the meanings of words?</td>
</tr>
<tr>
<td>• Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>• How do letter patterns help me learn to read words I do not know?</td>
</tr>
<tr>
<td>• Segment syllables into sounds.</td>
<td>• What is a syllable type and how can it help us to read unfamiliar words?</td>
</tr>
<tr>
<td>• Identify parts of words (syllables, basewords, and suffixes).</td>
<td>• How will practice help us read and spell better?</td>
</tr>
<tr>
<td>• Identify syllable types (closed, r-controlled)</td>
<td>• How do I know how to phrase my words when reading?</td>
</tr>
<tr>
<td>• Read and spell words with r-controlled vowels</td>
<td></td>
</tr>
<tr>
<td>• Read and spell words with vowel teams.</td>
<td></td>
</tr>
<tr>
<td>• Read and spell words with unexpected vowel sounds.</td>
<td></td>
</tr>
<tr>
<td>• Read and spell words with suffixes.</td>
<td></td>
</tr>
<tr>
<td>• Know some multiple-meaning words.</td>
<td></td>
</tr>
<tr>
<td>• Read controlled stories with fluency, expression, and understanding.</td>
<td></td>
</tr>
<tr>
<td>• Retell short narrative stories, recounting key ideas and details.</td>
<td></td>
</tr>
</tbody>
</table>
### 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*
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
- 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)

Stage 3: Learning Plan
### Learning Opportunities/Strategies: Week 1 Day 1 in Fundations

- **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.

- **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.

- **R-Controlled Vowels and Vowel Teams Poster**
  Introduced sounds T146

### Resources: Week 1 Day 1 in Fundations

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

### Learning Opportunities/Strategies: Week 1 Day 2 in Fundations

- **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

### Resources: Week 1 Day 2 in Fundations

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

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**Learning Opportunities/Strategies:**
Week 1 Day 3 in Fundations

**Resources:**
Week 1 Day 3 in Fundations
### 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

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**Learning Opportunities/Strategies:**
Week 1 Day 4 in Fundations

**Resources:**
Week 1 Day 4 in Fundations

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drill Sounds/Warm-Up</strong> — Complete the following Learning Activity</td>
<td>• Large Sound Cards</td>
</tr>
<tr>
<td>procedures.</td>
<td>• Standard Sound Cards</td>
</tr>
<tr>
<td><strong>Large Sound Cards</strong> New or challenging sounds.</td>
<td>• R-Controlled Vowels Poster</td>
</tr>
<tr>
<td><strong>Standard Sound Cards</strong> All vowels, new or challenging sounds, 4-5</td>
<td>• Vowel Teams Poster</td>
</tr>
<tr>
<td>other consonants.</td>
<td>• Echo and/or Baby Echo</td>
</tr>
<tr>
<td><strong>R-Controlled Vowels and Vowel Teams Poster</strong> Introduced sounds</td>
<td>- o used throughout lesson</td>
</tr>
<tr>
<td>T154</td>
<td></td>
</tr>
<tr>
<td><strong>Trick Word Practice</strong> Display Trick Word Flashcard, discuss the</td>
<td>• Trick Word Flashcards</td>
</tr>
<tr>
<td>word. Write the word on board. Students sky write word twice,</td>
<td>• Large Writing Grid</td>
</tr>
<tr>
<td>saying each letter as they write it, and write word on gel word</td>
<td>• Gel Board with Magic Pen</td>
</tr>
<tr>
<td>board. Add new trick words to Student Notebook. (current trick word,</td>
<td>• Student Notebook</td>
</tr>
<tr>
<td>1-2 review trick words) T154</td>
<td></td>
</tr>
<tr>
<td><strong>Dictation (Composition Book)</strong> Complete following the Learning</td>
<td>• Sentence Frames</td>
</tr>
<tr>
<td>Activity procedures.</td>
<td>• Unit Resource Lists</td>
</tr>
<tr>
<td><strong>Unit Sounds</strong></td>
<td>• Composition Book</td>
</tr>
<tr>
<td><strong>Unit Words</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Trick Words</strong></td>
<td>• Projected Phrased Story (PLC)</td>
</tr>
<tr>
<td><strong>Sentence</strong> T155</td>
<td>• Student Copies of Phrased Story</td>
</tr>
<tr>
<td><strong>Storytime – Wish Come True</strong> Read title, students share what they</td>
<td>• Large Chart Paper</td>
</tr>
<tr>
<td>remember about story. Read by paragraph, stopping to encourage</td>
<td></td>
</tr>
<tr>
<td>students to picture their 'movie'. Draw sketches on chart paper,</td>
<td></td>
</tr>
<tr>
<td>representing the main story events, students use pictures to</td>
<td></td>
</tr>
<tr>
<td>retell story. T155</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Opportunities/Strategies:**

- Week 1 Day 5 in Fundations

**Resources:**

- Week 1 Day 5 in Fundations
### 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** |

---

**Learning Opportunities/Strategies:**
Week 2 Day 1 in Fundations

**Resources:**
Week 2 Day 1 in Fundations

| **• Large Sound Cards** |
| **• Standard Sound Cards** |
| **• Trick Word Flashcards** |
| **• Echo and/or Baby Echo** |
| o used throughout lesson |

| **• Vowel Teams Poster** |
| **• Standard Sound Cards** |
| **• Word of the Day Cards** |
| **• Word Resource List** |

| **• Sentence Frames** |
| **• Unit Resource Lists** |
| **• Composition Books** |
### 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

---

**Learning Opportunities/Strategies:**
Week 2 Day 2 in Fundations

**Resources:**
Week 2 Day 2 in Fundations
### Pemberton Township School District
#### Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 Day 3 in Fundations</td>
<td>Week 2 Day 3 in Fundations</td>
</tr>
</tbody>
</table>

- **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**
• 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

**Learning Opportunities/Strategies:**
Week 2 Day 4 in Fundations

- Drill Sounds/Warm-Up –

**Resources:**
Week 2 Day 4 in Fundations

- 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
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.

- **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 Fundations

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

---

**Resources:**
Week 2 Day 5 in Fundations

- **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**
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**
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 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 and closed syllable exceptions.
Scoop or underline base words and circle suffixes.
Indicate the sound of the suffix -ed with /id/, /d/, or /t/.

**Dictate Sentences**
Dictate words. Students repeat, then write the sentence individually.
Lastly, have students scoop sentences to phrase them. T167

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).

### Differentiation

<table>
<thead>
<tr>
<th>High-Achieving Students</th>
<th>On Grade Level Students</th>
<th>Struggling Students</th>
<th>Special Needs/ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask challenging questions (e.g.,)</td>
<td>• Ask challenging questions (e.g.,)</td>
<td>• Remind students to use visual</td>
<td>• Remind students to use visual</td>
</tr>
<tr>
<td>Resources</td>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be aware of a student’s trouble spots</td>
<td>Be aware of a student’s trouble spots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist by helping students tap or modify by tapping fingers on table</td>
<td>Assist by helping students tap or modify by tapping fingers on table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During dictation, check that students have recalled the word/sentence correctly</td>
<td>During dictation, check that students have recalled the word/sentence correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select a drill sound warm-up leader.</td>
<td>Select a drill sound warm-up leader.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Unit Resources to make additional word practice</td>
<td>Use Unit Resources to make additional word practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
<td>Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
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<tr>
<td>Double-dose lesson during WIN period (if meets eligibility criteria)</td>
<td>Double-dose lesson during WIN period (if meets eligibility criteria)</td>
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</table>
Unit Title: Unit 5 – Level 2 Fundations

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.
### Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, 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
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.

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**Stage 2: Assessment Evidence**

<table>
<thead>
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<th>Performance Task(s):</th>
<th>Other Evidence:</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>
### 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**

<table>
<thead>
<tr>
<th>Assessment of Student Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Unit Tests</td>
</tr>
<tr>
<td>- Dictation (Day 5 Check-up)</td>
</tr>
</tbody>
</table>

**Stage 3: Learning Plan**

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Day 1 in Fundations</td>
<td>Week 1 Day 1 in Fundations</td>
</tr>
</tbody>
</table>
**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

**Learning Opportunities/Strategies:**
Week 1 Day 2 in Fundations

**Resources:**
Week 1 Day 2 in Fundations
### Pemberton Township School District
**Second Grade – Foundational Skills**

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Resources</th>
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</table>
| **Complete the following Learning Activity procedures.** | • Large Sound Cards  
• Standard Sound Cards  
• R-Controlled Vowels and Vowel Teams Poster  
• Trick Word Drill  
• Word of the Day – **Complete following the Learning Activity procedures.**  
• Review Concepts  
• Make Words  
• Student Notebook Entry *(disrupt)* T180  
• Introduce New Concepts – **Teach Multisyllabic Spelling**  
• Storytime – **Hopscotch**  
• Learning Opportunities/Strategies:  
  • 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  
  o 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 Fundations
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 Fundations*

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

**Resources:**
*Week 1 Day 4 in Fundations*

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

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Large Sound Cards  
New or challenging sounds. | Large Sound Cards |
| Standard Sound Cards  
All vowels, new or challenging sounds, 4-5 other consonants. | Standard Sound Cards |
| R-Controlled Vowels and Vowel Teams Poster  
Introduced sounds | R-Controlled Vowels Poster |
| **Word of the Day** –  
Complete following the Learning Activity procedures. | **Unit Word of the Day Cards** |
| **Review Concepts**  
Syllable Division | **Unit Word Resource List** |
| **Make Words**  
**Student Notebook Entry** *(mimic)* | **Large Writing Grid** |
| **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)* | **Gel Board with Magic Pen** |
| **Dictation (Composition Book)** –  
Complete following the Learning Activity procedures. | **Student Notebook** |
| **Unit Sounds**  
**Unit Words**  
**Trick Words**  
**Sentence** | **Sentence Frames** |

**Learning Opportunities/Strategies:**  
**Week 1 Day 5 in Fundations**

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

**Resources:**  
**Week 1 Day 5 in Fundations**
<table>
<thead>
<tr>
<th>Large Sound Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>New or challenging sounds.</td>
</tr>
</tbody>
</table>

**Standard Sound Cards**

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

**Trick Word Drill**

Introduced, but not mastered, Trick Words.  T186

- **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.  T186

- **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

- **Dictation (Day 5 Check-Up) –**
  Complete following the Learning Activity procedures.

<table>
<thead>
<tr>
<th>Unit Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Words</td>
</tr>
<tr>
<td>Current Words</td>
</tr>
<tr>
<td>Trick Words</td>
</tr>
<tr>
<td>Sentence</td>
</tr>
</tbody>
</table>

**Learning Opportunities/Strategies:**

**Week 2 Day 1 in Fundations**

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

**Resources:**

**Week 2 Day 1 in Fundations**
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

Learning Opportunities/Strategies:
Week 2 Day 2 in Fundations

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

Resources:
Week 2 Day 2 in Fundations
**Pemberton Township School District**  
**Second Grade – Foundational Skills**

| Standard Sound Cards | • Standard Sound Cards  
| All vowels, new or challenging sounds, 4-5 other consonants.  
| Suffixes | • Suffix Frames  
| 4-5 Suffixes | • Echo and/or Baby Echo  
| | o used throughout lesson  

- **Word of the Day** –  
  Complete following the Learning Activity procedures.  
- **Review Concepts**  
  Base Word and Suffix  
- **Make Words**  
- **Student Notebook Entry** *(handful)* 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. *(always, often, once)* 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  

**Learning Opportunities/Strategies:**  
Week 2 Day 3 in Fundations

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

**Resources:**  
Week 2 Day 3 in Fundations
**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 Fundations

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

| New or challenging sounds. | • Large Sound Cards  
| Standard Sound Cards | • Standard Sound Cards  
| All vowels, new or challenging sounds, 4-5 other consonants. | • R-Controlled Vowels Poster  
| R-Controlled Vowels and Vowel Teams Poster | • Vowel Teams Poster  
| Introduced sounds | • Trick Word Flashcards  
| Trick Word Drill | • Echo and/or Baby Echo  
| Introduced, but not mastered, Trick Words. |   ○ used throughout lesson

- **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

| Learning Opportunities/Strategies:  
**Week 2 Day 5 in Fundations**  |
|---|
| • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures.  
| Large Sound Cards  |

| Resources:  
**Week 2 Day 5 in Fundations**  |
|---|
| • Sentence Frames  
| • Unit Resource Lists  
| • Composition Book  
| • Student Copies of Phrased Story  |
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

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 5</strong></td>
</tr>
<tr>
<td>• Unit Test</td>
</tr>
<tr>
<td>Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 5</strong></td>
</tr>
</tbody>
</table>

- 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
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**
Scoop and mark syllables and circle suffixes.

**Dictate Sentences**
Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T196

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).

---

**Differentiation**

<table>
<thead>
<tr>
<th>High-Achieving Students</th>
<th>On Grade Level Students</th>
<th>Struggling Students</th>
<th>Special Needs/ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask challenging questions (e.g., what do you know about that sound?)</td>
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<td>• Remind students to use visual resources</td>
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</tr>
<tr>
<td>• Composition Book</td>
<td>• Unit Test Tracker (PLC)</td>
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<tr>
<td>Pemberton Township School District</td>
<td>Second Grade – Foundational Skills</td>
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<tr>
<td><strong>What is a word that begins with that sound? Etc.</strong></td>
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<tr>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
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<td>• During dictation, dictate a challenge sentence</td>
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<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
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<td>• Assist by helping students tap or modify by tapping fingers on table</td>
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<td>• During dictation, check that students have recalled the word/sentence correctly</td>
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<td>• Select a drill sound warm-up leader.</td>
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<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
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<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
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</table>
## Unit Title:  Unit 6 – Level 2 Fundations

### 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.
### Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, 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?
<table>
<thead>
<tr>
<th>Pemberton Township School District</th>
<th>Second Grade – Foundational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use knowledge of the meaning of individual words to predict the meaning of a compound word.</td>
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<td>• Describe how characters in a story respond to major events and challenges.</td>
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<tr>
<td>• Determine the central message of a story.</td>
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</tbody>
</table>
### 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
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.

<table>
<thead>
<tr>
<th>Stage 2: Assessment Evidence</th>
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</thead>
<tbody>
<tr>
<td><strong>Performance Task(s):</strong></td>
</tr>
<tr>
<td>- Student Notebook</td>
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<tr>
<td><strong>Other Evidence:</strong></td>
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<tr>
<td>- Assessment of Student Mastery</td>
</tr>
</tbody>
</table>
### Pemberton Township School District
#### Second Grade – Foundational Skills

<table>
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<th>Learning Opportunities/Strategies:</th>
<th>Resources:</th>
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<tbody>
<tr>
<td>Week 1 Day 1 in Fundations</td>
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</tr>
</tbody>
</table>

#### Stage 3: Learning Plan

- 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
- Unit Tests
- Dictation (Day 5 Check-up)
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

**Learning Opportunities/Strategies:**  
Week 1 Day 2 in Fundations

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

**Resources:**  
Week 1 Day 2 in Fundations

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

| procedures. | • Standard Sound Cards
| Large Sound Cards | • Echo and/or Baby Echo
| New or challenging sounds, short and long vowels |   ○ used throughout lesson
| Standard Sound Cards | • Unit Word of the Day Cards
| All vowels, new or challenging sounds, 4-5 other consonants. T208 | • Unit Word Resource List

- **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

### Learning Opportunities/Strategies:
**Week 1 Day 3 in Fundations**

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

### Resources:
**Week 1 Day 3 in Fundations**

- **Large Sound Cards**
### Pemberton Township School District
#### Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Large Sound Cards**<br>New or challenging sounds.<br>**Standard Sound Cards**<br>All vowels, new or challenging sounds, 4-5 other consonants.<br>**Trick Word Drill**<br>Introduced, but not mastered, Trick Words. T210 | - Standard Sound Cards<br>- Trick Word Flashcards<br>- Echo and/or Baby Echo  
  - used throughout lesson |
| **Introduce New Concepts –**<br>**Teach Reading of V-E Words With Suffixes**<br>Use the Standard Sound Cards and –s to demonstrate words with this suffix. Repeat with 5-6 words.<br>**Teach Spelling Of V-E Words With Suffixes**<br>Dictate a word, student builds it with Standard Sound Cards, using Suffix Frame, add suffix. Repeat with 3-4 words. T210 | - Standard Sound Cards<br>- Suffix Frame<br>- Unit Word Resource List |
| **Dictation (Dry Erase) –**<br>Complete following the Learning Activity procedures.<br>**Unit Sounds**<br>**Unit Words**<br>**Trick Words**<br>**Sentence** T211 | - Unit Resource Lists<br>- Large Writing Grid<br>- Dry Erase Writing Tablets, Markers, Erasers<br>- Sentence Frames<br>- Student Notebook |
| **Storytime –**<br>**Babe Ruth**<br>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 | - Projected Phrased Story (PLC)<br>- Student Copies of Phrased Story<br>- Large Chart Paper |
| **Learning Opportunities/Strategies:**<br>Week 1 Day 4 in Fundations | **Resources:**<br>Week 1 Day 4 in Fundations |
| **Drill Sounds/Warm-Up –**<br>Complete the following Learning Activity procedures. | - Large Sound Cards |
**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

---

**Learning Opportunities/Strategies:**
Week 1 Day 5 in Fundations

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

**Resources:**
Week 1 Day 5 in Fundations

- 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 Fundations**

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

**Resources:**
**Week 2 Day 1 in Fundations**

• **Large Sound Cards**
### Pemberton Township School District
#### Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>New or challenging sounds.</th>
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<tbody>
<tr>
<td><strong>Standard Sound Cards</strong></td>
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<tr>
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<td>Introduced sounds</td>
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<tr>
<td><strong>Suffixes</strong></td>
<td>4-5 Suffixes T216</td>
</tr>
</tbody>
</table>

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

### Resources:
#### Week 2 Day 2 in Fundations
- **Large Sound Cards**
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 Fundations**

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

**Resources:**
**Week 2 Day 3 in Fundations**

- **Large Sound Cards**
### 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

### Learning Opportunities/Strategies:

*Week 2 Day 4 in Fundations*

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

### Resources:

*Week 2 Day 4 in Fundations*

- **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  
T222

- **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)*  
  T222

- **Dictation (Composition Book)**  
  Complete following the Learning Activity procedures.  
  **Unit Sounds**  
  **Unit Words**  
  **Trick Words**  
  **Sentence**  
  T223

- **Storytime**  
  **Babe Ruth**  
  Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs.  
  T223

Learning Opportunities/Strategies:  
Week 2 Day 5 in Fundations

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

Resources:  
Week 1 Day 5 in Fundations

- **Standard Sound Cards**  
- **R-Controlled Vowels Poster**  
- **Vowel Teams Poster**  
- **Suffix Frames**  
- **Echo and/or Baby Echo**  
  o 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**

- **Large Sound Cards**
## Pemberton Township School District
### Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Standard Sound Cards</th>
<th>• Standard Sound Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>All vowels, new or challenging sounds, 4-5 other consonants.</td>
<td>R-Controlled Vowels Poster</td>
</tr>
<tr>
<td><strong>R-Controlled Vowels and Vowel Teams Poster</strong></td>
<td>Vowel Teams Poster</td>
</tr>
<tr>
<td>Introduced sounds</td>
<td>Trick Word Flashcards</td>
</tr>
<tr>
<td><strong>Trick Word Drill</strong></td>
<td>Echo and/or Baby Echo</td>
</tr>
<tr>
<td>Introduced, but not mastered, Trick Words.</td>
<td>o used throughout lesson</td>
</tr>
</tbody>
</table>

| T224 | Word Talk – |
|      | Complete following the Learning Activity procedures. |

| **Read Word of the Day Cards Practice Pack** | Resources: |
| Students quickly read the Word of the Day Cards. | Unit 6 |

| Display Words | • Composition Book |
| Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T224 | |

### 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.
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**
Scoop and mark syllable types and vowel sounds.
Circle suffixes

**Dictate Sentences**
Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T225

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).

**Differentiation**

<table>
<thead>
<tr>
<th>High-Achieving Students</th>
<th>On Grade Level Students</th>
<th>Struggling Students</th>
<th>Special Needs/ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask challenging questions (e.g., what do you know about that sound? What is a word</td>
<td>• Ask challenging questions (e.g., what do you know about that sound? What is a word that</td>
<td>• Remind students to use visual resources</td>
<td>• Remind students to use visual resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be aware of a</td>
<td>• Be aware of a</td>
</tr>
<tr>
<td>Pemberton Township School District</td>
<td>Second Grade – Foundational Skills</td>
<td></td>
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<tr>
<td>-----------------------------------</td>
<td>-------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that begins with that sound? Etc.)</td>
<td>begins with that sound? Etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• During dictation, dictate a challenge sentence</td>
<td>• During dictation, dictate a challenge sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>student’s trouble spots</td>
<td>student’s trouble spots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assist by helping students tap or modify by tapping fingers on table</td>
<td>• Assist by helping students tap or modify by tapping fingers on table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Select a drill sound warm-up leader.</td>
<td>• Select a drill sound warm-up leader.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use Unit Resources to make additional word practice</td>
<td>• Use Unit Resources to make additional word practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Unit Title:** Unit 7 – Level 2 Fundations

<table>
<thead>
<tr>
<th>Stage 1: Desired Results</th>
</tr>
</thead>
</table>

**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

<table>
<thead>
<tr>
<th>Central Idea / Enduring Understanding: Students will...</th>
<th>Essential/Guiding Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify parts of words (syllables, basewords, and suffixes).</td>
<td>- What is a syllable type and how can it help us to read unfamiliar words?</td>
</tr>
<tr>
<td>- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).</td>
<td>- How do we make sure we understand what we read?</td>
</tr>
<tr>
<td>- Read and spell words with short vowels.</td>
<td>- How do I know how to phrase my words when reading?</td>
</tr>
<tr>
<td>- Read and spell words with long vowels in vowel-consonant-e and open syllables.</td>
<td>- Why do I have to pay attention to punctuation and capitalization when writing and reading?</td>
</tr>
<tr>
<td>- Read and spell words with r-controlled vowels.</td>
<td>- What role does fluency play in an effort to improve my comprehension?</td>
</tr>
<tr>
<td>- Read and spell words with vowel teams.</td>
<td></td>
</tr>
<tr>
<td>- Read and spell words with vowel sounds.</td>
<td></td>
</tr>
<tr>
<td>- Read and spell words with unexpected vowel sounds.</td>
<td></td>
</tr>
<tr>
<td>- Read and spell words with suffixes.</td>
<td></td>
</tr>
<tr>
<td>- Read and spell phonetically regular one-, two-, and three- syllable words.</td>
<td></td>
</tr>
<tr>
<td>- Divide multisyllabic words.</td>
<td></td>
</tr>
<tr>
<td>- Produce complete sentences.</td>
<td></td>
</tr>
<tr>
<td>- Apply correct punctuation.</td>
<td></td>
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<tr>
<td>- Apply capitalization rules.</td>
<td></td>
</tr>
<tr>
<td>- Read controlled stories with fluency, expression, and understanding.</td>
<td></td>
</tr>
<tr>
<td>- Retell facts from informational text.</td>
<td></td>
</tr>
<tr>
<td>- Locate facts and details in narrative and informational writing.</td>
<td></td>
</tr>
</tbody>
</table>
- Make judgments and predictions from given facts.

- Identify the main topic/purpose of an informational text as well as the focus of specific paragraphs.
**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
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**

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
</table>

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### 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

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 Day 1 in Fundations</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 Day 1 in Fundations</strong></td>
</tr>
</tbody>
</table>
**Pemberton Township School District**  
**Second Grade – Foundational Skills**

- **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 Fundations

**Resources:**  
Week 1 Day 2 in Fundations

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

- **Standard Sound Cards**  
- **Large Sound Cards**  
- **Unit Sound Cards**  
- **Student Notebook**

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

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

Learning Opportunities/Strategies:
Week 1 Day 3 in Fundations

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

Resources:
Week 1 Day 3 in Fundations

• 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
<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 Day 4 in Fundations</strong></td>
</tr>
</tbody>
</table>

- **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

**Resources:**

- **Week 1 Day 4 in Fundations**
### Pemberton Township School District
### Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Day 5 in Fundations</td>
</tr>
</tbody>
</table>

#### 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.

- **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.  
  
- **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.  

#### Resources:
- 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

#### Drill Sounds/Warm-Up – Complete the following Learning Activity procedures.
- Large Sound Cards
  New or challenging sounds.
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 T242

- Word of the Day –
  Complete following the Learning Activity procedures.

Review Concepts
Syllable Division

Make Words
Student Notebook Entry (predict) 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. (current trick word, 1-2 review trick words) T243

- Dictation (Composition Book) –
  Complete following the Learning Activity procedures.

  Unit Sounds
  Unit Words
  Trick Words
  Sentence T243

Learning Opportunities/Strategies:
Week 2 Day 1 in Fundations

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

  Large Sound Cards
  New or challenging sounds.
  Standard Sound Cards

Resources:
Week 2 Day 1 in Fundations

- 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

- Sentence Frames
- Unit Resource Lists
- Composition Book
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 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

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**Learning Opportunities/Strategies:**

**Week 2 Day 2 in Fundations**

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

**Resources:**

**Week 2 Day 2 in Fundations**

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

- Student Copies of Phrased Story
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 Fundations**

- **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 3 in Fundations**

- 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
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

**Learning Opportunities/Strategies:**
**Week 2 Day 4 in Fundations**

- **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 Fundations**
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 Fundations*

- **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

- **Echo and/or Baby Echo**
  o 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 Fundations*
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 Fundations

- **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.

**Resources:**
Week 3 Day 1 in Fundations
## Suffixes

**4-5 Suffixes**

- **Teach Trick Words** –
  Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write the 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)*

- **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.

- **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.

### Learning Opportunities/Strategies:

**Week 3 Day 2 in Fundations**

- **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.

### Resources:

**Week 3 Day 2 in Fundations**

- 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
### 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 Fundations**

- **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**

**Resources:**

**Week 3 Day 3 in Fundations**

- **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**
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 Fundations*

- **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

**Resources:**
*Week 3 Day 4 in Fundations*

- 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*)
### Suffixes

4-5 Suffixes  T260

- **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. (*current trick word, 1-2 review trick words*) T261

- **Dictation (Composition Book)** –
  Complete following the Learning Activity procedures.

### Unit Sounds

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

### Unit Words

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

### Trick Words

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

### Sentence

- Sentence Frames
- Unit Resource Lists
- Composition Book

---

**Learning Opportunities/Strategies:**

**Week 3 Day 5 in Fundations**

- **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**

---

**Resources:**

**Week 3 Day 5 in Fundations**
| 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  
  o 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
Pemberton Township School District  
Second Grade – Foundational Skills  

<table>
<thead>
<tr>
<th>Dictate Words</th>
<th>Dictate words. Students repeat, then write the word individually.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictate Trick Words</td>
<td>Dictate words. Students repeat, then write the word individually.</td>
</tr>
<tr>
<td>Students Do The Following to Above Words</td>
<td>Scoop and mark syllable types and vowel sounds.</td>
</tr>
<tr>
<td></td>
<td>Circle Suffixes</td>
</tr>
<tr>
<td></td>
<td>Indicate the sound of the y with /i/ or /e/</td>
</tr>
<tr>
<td>Dictate Sentences</td>
<td>Dictate words. Students repeat, then write the sentence individually.</td>
</tr>
<tr>
<td></td>
<td>Lastly, have students scoop sentences to phrase them. T263</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Differentiation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High-Achieving Students</strong></td>
<td><strong>On Grade Level Students</strong></td>
</tr>
<tr>
<td>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</td>
<td>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</td>
</tr>
<tr>
<td>Students think of synonyms, antonyms, or</td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>multiple meanings for a word</td>
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</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>• During dictation, dictate a challenge sentence</td>
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</tr>
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</tbody>
</table>
**Unit Title:** Unit 8 – Level 2 Fundations  

**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.
### Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, 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?
**Pemberton Township School District**  
**Second Grade – Foundational Skills**  

<table>
<thead>
<tr>
<th>Content:</th>
<th>Skills (Objectives):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Big Idea:</strong> Focus on the r-controlled syllable, and combining it with other syllable types to make multisyllabic words.</td>
<td>• R-controlled syllable type</td>
</tr>
<tr>
<td></td>
<td>• Sounds of ar and or</td>
</tr>
<tr>
<td>• <strong>Learning Activity Overview:</strong></td>
<td>• Combining r-controlled syllables with other syllable types</td>
</tr>
<tr>
<td>1. <strong>Dictation/Sounds:</strong> 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.</td>
<td>• Trick Words: world, answer, different</td>
</tr>
<tr>
<td>2. <strong>Dictation/Words (Multisyllabic Words):</strong> 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.</td>
<td>• Sample Words: fort, part, orbit, party</td>
</tr>
<tr>
<td>3. <strong>Dictation Sentences:</strong> Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Dictation/Trick Words:</strong> Students practice the spelling of high-frequency words.</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Drill Sounds/Warm-Up:</strong> Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.</td>
<td></td>
</tr>
<tr>
<td>6. <strong>Make it Fun:</strong> Designed to reinforce the unit concepts or review previously taught concepts with a game activity.</td>
<td></td>
</tr>
<tr>
<td>7. <strong>Storytime:</strong> Involves listening and reading activities with narrative and informational text. This activity helps develop awareness</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Stage 2: Assessment Evidence</th>
<th></th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
## 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)

---

**Stage 3: Learning Plan**
Learning Opportunities/Strategies:

Week 1 Day 1 in Fundations

- **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

Resources:

Week 1 Day 1 in Fundations

- 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 Fundations

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

**Learning Opportunities/Strategies:**
Week 1 Day 3 in Fundations

**Resources:**
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. 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 Fundations

• Drill Sounds/Warm-Up –

Week 1 Day 3 in Fundations

• 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:
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.

**Week 1 Day 4 in Fundations**

- 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

**Learning Opportunities/Strategies:**

**Week 1 Day 5 in Fundations**

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

**Resources:**
Learning Opportunities/Strategies:

<table>
<thead>
<tr>
<th>Week 1 Day 5 in Fundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Large Sound Cards</td>
</tr>
<tr>
<td>• Standard Sound Cards</td>
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<tr>
<td>• R-Controlled Vowels Poster</td>
</tr>
<tr>
<td>• Vowel Teams Poster</td>
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<tr>
<td>• Trick Word Flashcards</td>
</tr>
<tr>
<td>• Echo and/or Baby Echo</td>
</tr>
<tr>
<td>o used throughout lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 8</td>
</tr>
</tbody>
</table>

- **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.

- **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

- **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 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**
Scoop and mark syllable types and vowel sounds. Circle suffixes.

**Dictate Sentences**
Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T281

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).

---

**Differentiation**

<table>
<thead>
<tr>
<th>High-Achieving Students</th>
<th>On Grade Level Students</th>
<th>Struggling Students</th>
<th>Special Needs/ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask challenging questions (e.g.,)</td>
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<td>• Remind students to use visual</td>
<td>• Remind students to use visual</td>
</tr>
<tr>
<td>What do you know about that sound? What is a word that begins with that sound? Etc.)</td>
<td>What do you know about that sound? What is a word that begins with that sound? Etc.)</td>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>Be aware of a student’s trouble spots</td>
<td></td>
</tr>
<tr>
<td>During dictation, dictate a challenge sentence</td>
<td>During dictation, dictate a challenge sentence</td>
<td>Assist by helping students tap or modify by tapping fingers on table</td>
<td></td>
</tr>
<tr>
<td>During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
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<td>Double-dose lesson during WIN period (if meets eligibility criteria)</td>
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</tbody>
</table>
## Unit Title

**Unit 9 – Level 2 Fundations**

## 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
### Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, 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?
<table>
<thead>
<tr>
<th>Pemberton Township School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Grade – Foundational Skills</td>
</tr>
</tbody>
</table>

- 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 /ɑr/ 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**
### Skill of Matching a Letter to a Given Sound
This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.</strong> <strong>Echo/Find Words (Multisyllabic Words):</strong></td>
<td>Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.</td>
</tr>
<tr>
<td><strong>9.</strong> <strong>Echo/Find Words (Spelling Option):</strong></td>
<td>Students learn to spell words with multiple spellings of the same sound.</td>
</tr>
<tr>
<td><strong>10.</strong> <strong>Make it Fun:</strong></td>
<td>Designed to reinforce the unit concepts or review previously taught concepts with a game activity.</td>
</tr>
<tr>
<td><strong>11.</strong> <strong>Storytime:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>12.</strong> <strong>Trick Words:</strong></td>
<td>Students learn non-phonetic words using gross motor memory.</td>
</tr>
<tr>
<td><strong>13.</strong> <strong>Word of the Day:</strong></td>
<td>Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.</td>
</tr>
<tr>
<td><strong>14.</strong> <strong>Word Talk:</strong></td>
<td>Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.</td>
</tr>
<tr>
<td>Performance Task(s):</td>
<td>Other Evidence:</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>• Student Notebook</td>
<td>• Assessment of Student Mastery</td>
</tr>
</tbody>
</table>
### Pemberton Township School District
Second Grade – Foundational Skills

- 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

<table>
<thead>
<tr>
<th>Stage 3: Learning Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Opportunities/Strategies:</strong></td>
</tr>
<tr>
<td>Week 1 Day 1 in Fundations</td>
</tr>
<tr>
<td>- Drill Sounds/Warm-Up –</td>
</tr>
<tr>
<td>Arrange Standard Sound Cards on chart as</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td>Week 1 Day 1 in Fundations</td>
</tr>
<tr>
<td>- Large Sound Cards</td>
</tr>
</tbody>
</table>
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 T287

* Teach Trick Words – 
  Complete following the Learning Activity procedures. *(picture, learn, earth)* T287

* 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. T287

* Dictation (Dry Erase) – 
  Complete following the Learning Activity procedures. 
  **Unit Sounds**
  **Unit Words**
  **Trick Words**
  **Sentence** T287

**Learning Opportunities/Strategies:**
*Week 1 Day 2 in Fundations*

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

**Resources:**
*Week 1 Day 2 in Fundations*

* Large Sound Cards
* Standard Sound Cards

---

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

- 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
## 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.

<table>
<thead>
<tr>
<th>Unit Sounds</th>
<th>Unit Words</th>
<th>Trick Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>T293</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Opportunities/Strategies:
**Week 1 Day 3 in Fundations**

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

<table>
<thead>
<tr>
<th>Large Sound Cards</th>
<th>Standard Sound Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>New or challenging sounds.</td>
<td></td>
</tr>
</tbody>
</table>

### Resources:
**Week 1 Day 3 in Fundations**

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

<table>
<thead>
<tr>
<th>All vowels, new or challenging sounds, 4-5 other consonants.</th>
</tr>
</thead>
</table>
| **Trick Word Drill**  
Introduced, but not mastered, Trick Words. |
| **Suffixes**  
4-5 Suffixes |

- **Word of the Day** –  
Complete following the Learning Activity procedures.
- **Review Concepts**  
R-Controlled Syllable
- **Make Words**  
**Student Notebook Entry** (*squirm*)

- **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.

- **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.

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 1 Day 4 in Fundations</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 Day 4 in Fundations</strong></td>
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</tbody>
</table>

- **Standard Sound Cards**  
- **Trick Word Flashcards**
Pemberton Township School District
Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Trick Word Drill</th>
<th>Learning Opportunities/Strategies:</th>
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<tr>
<td>Introduced, but not mastered, Trick Words.</td>
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</tr>
<tr>
<td><strong>R-Controlled Vowels and Vowel Teams Poster</strong></td>
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<tr>
<td>Introduced sounds</td>
<td></td>
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<tr>
<td>T296</td>
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</tbody>
</table>

- **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**

**Resources:**
Week 1 Day 5 in Fundations

- **Large Sound Cards**
- **Standard Sound Cards**
consonants.

R-Controlled Vowels and Vowel Teams Poster
Introduced sounds

Suffixes
4-5 Suffixes T298

- 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. (current trick word, 1-2 review trick words) T299

- Dictation (Day 5 Check-Up) –
  Complete following the Learning Activity procedures.

  Unit Sounds
  Review Words
  Current Words
  Trick Words
  Sentence T299

Learning Opportunities/Strategies:
Week 2 Day 1 in Fundations

- 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.

Resources:
Week 2 Day 1 in Fundations

- Large Sound Cards
- Standard Sound Cards
| 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 /ar/ 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 Fundations**

- **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.

**Resources:**

**Week 2 Day 2 in Fundations**

- Large Sound Cards  
- Standard Sound Cards
<table>
<thead>
<tr>
<th>Trick Word Drill</th>
<th>• Trick Word Flashcards</th>
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</thead>
<tbody>
<tr>
<td>Introduced, but not mastered, Trick Words.</td>
<td>• R-Controlled Vowels Poster</td>
</tr>
<tr>
<td><strong>R-Controlled Vowels and Vowel Teams Poster</strong></td>
<td>• Vowel Teams Poster</td>
</tr>
<tr>
<td>Introduced sounds</td>
<td>• Echo and/or Baby Echo</td>
</tr>
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<td></td>
<td>o used throughout lesson</td>
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</tbody>
</table>

- **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 Fundations**

- **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.

**Resources:**

**Week 2 Day 3 in Fundations**

- **Large Sound Cards**
- **Standard Sound Cards**
**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 Fundations**

- **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.

**Resources:**
**Week 2 Day 4 in Fundations**

- Large Sound Cards
- Standard Sound Cards
### Pemberton Township School District
#### Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>R-Controlled Vowels and Vowel Teams Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduced sounds</td>
</tr>
<tr>
<td>T306</td>
</tr>
</tbody>
</table>

- **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 Fundations**  

- **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**

- **Sentence Frames**  
- **Unit Resource Lists**  
- **Composition Book**

---

**Resources:**  
**Week 2 Day 5 in Fundations**  

- **Large Sound Cards**  
- **Standard Sound Cards**
### 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

---

### 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

---

### - 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
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
Scoop and mark syllable types and vowel sounds.
Circle suffixes.

Dictate Sentences
Dictate words, Students repeat, then write the sentence individually.
Lastly, have students scoop sentences to phrase them. T309

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).

Differentiation

<table>
<thead>
<tr>
<th>High-Achieving Students</th>
<th>On Grade Level Students</th>
<th>Struggling Students</th>
<th>Special Needs/ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</td>
<td>• Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</td>
<td>• Remind students to use visual resources</td>
<td>• Remind students to use visual resources</td>
</tr>
<tr>
<td>• Students think of synonyms, antonyms, or</td>
<td>• Students think of synonyms, antonyms, or</td>
<td>• Be aware of a student’s trouble spots</td>
<td>• Be aware of a student’s trouble spots</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assist by helping students tap or modify by tapping</td>
<td>• Assist by helping students tap or modify by tapping</td>
</tr>
</tbody>
</table>
### Multiple Meanings for a Word

- During dictation, dictate a challenge sentence
- During dictation, students rewrite sentence turning statements into questions or questions into statements

### 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)

### Double-Dose Lesson During WIN Period

- 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)
## Stages 1: Desired Results

### Standards & Indicators:

#### NJSLSL Grade 2 English Language Arts
- RF.2.3
- RF.2.4
- RL.2.10

#### NJSLSL Technology
- 8.1.2.A.2
- 8.1.5.A.2

#### NJSLSL 21st Century Life and Careers
- CRP4
- CRP12
### Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, 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?
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.
- Determine the central message of a story.
### 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*
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.
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.

<table>
<thead>
<tr>
<th>Stage 2: Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Task(s):</strong></td>
</tr>
<tr>
<td>• Student Notebook</td>
</tr>
<tr>
<td><strong>Other Evidence:</strong></td>
</tr>
<tr>
<td>• Assessment of Student Mastery</td>
</tr>
</tbody>
</table>
- 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

<table>
<thead>
<tr>
<th>Stage 3: Learning Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Opportunities/Strategies:</strong></td>
</tr>
<tr>
<td>Week 1 Day 1 in Fundations</td>
</tr>
<tr>
<td>• Drill Sounds/Warm-Up –</td>
</tr>
<tr>
<td>Arrange Standard Sound Cards on chart as</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td>Week 1 Day 1 in Fundations</td>
</tr>
<tr>
<td>• Large Sound Cards</td>
</tr>
</tbody>
</table>
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 Fundations**

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

**Resources:**
**Week 1 Day 2 in Fundations**

- **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**
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

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**Learning Opportunities/Strategies:**
Week 1 Day 3 in Fundations

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

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**Resources:**
Week 1 Day 3 in Fundations

- Large Sound Cards
- Standard Sound Cards

---

**Resources:**

- 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
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 Fundations

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

**Resources:**
Week 1 Day 4 in Fundations

- **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 T324

- **Word of the Day** –
  Complete following the Learning Activity procedures.

  **Review Concepts**
  Double Vowel Syllable, ay sound

  **Make Words**
  **Student Notebook Entry** (sway) 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. (current trick word, 1-2 review trick words) T325

- **Dictation (Composition Book)** –
  Complete following the Learning Activity procedures.

  **Unit Sounds**
  **Unit Words**
  **Trick Words**
  **Sentence** T325

---

**Learning Opportunities/Strategies:**
**Week 1 Day 5 in Fundations**

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

  **Large Sound Cards**
  New or challenging sounds.

---

**Resources:**
**Week 1 Day 5 in Fundations**

- Large Sound Cards
- Standard Sound Cards
**Pemberton Township School District**  
**Second Grade – Foundational Skills**

<table>
<thead>
<tr>
<th>Standard Sound Cards</th>
<th>Trick Word Flashcards</th>
</tr>
</thead>
<tbody>
<tr>
<td>All vowels, new or challenging sounds, 4-5 other consonants.</td>
<td>R-Controlled Vowels Poster</td>
</tr>
<tr>
<td><strong>Trick Word Drill</strong></td>
<td><strong>Vowel Teams Poster</strong></td>
</tr>
<tr>
<td>Introduced, but not mastered, Trick Words.</td>
<td>Echo and/or Baby Echo</td>
</tr>
<tr>
<td><strong>R-Controlled Vowels and Vowel Teams Poster</strong></td>
<td>o used throughout lesson</td>
</tr>
<tr>
<td>Introduced sounds</td>
<td></td>
</tr>
</tbody>
</table>

- **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 Fundations**

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

  **Large Sound Cards**  
  New or challenging sounds.

---

**Resources:**  
**Week 2 Day 1 in Fundations**

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

### Resources:
**Week 2 Day 2 in Fundations**
- Large Sound Cards
- 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
### 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 Fundations**

- **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 3 in Fundations**

- Large Sound Cards
- Standard Sound Cards
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 Fundations

- **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 Fundations

- Large Sound Cards
- Standard Sound Cards
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 Fundations**

- **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.

---

**Resources:**
**Week 2 Day 5 in Fundations**

- Large Sound Cards
- Standard Sound Cards
**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

### 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
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
Scoop and mark syllable types and vowel sounds.
Circle suffixes.

Dictate Sentences
Dictate words, Students repeat, then write the sentence individually.
Lastly, have students scoop sentences to phrase them. T337

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).

<p>| Differentiation |
|-----------------|-----------------|-----------------|-----------------|
| <strong>High-Achieving Students</strong> | <strong>On Grade Level Students</strong> | <strong>Struggling Students</strong> | <strong>Special Needs/ELL</strong> |
| • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) | • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) | • Remind students to use visual resources | • Remind students to use visual resources |
| | | • Be aware of a student’s trouble spots | • Be aware of a student’s trouble spots |</p>
<table>
<thead>
<tr>
<th>Pemberton Township School District</th>
<th>Second Grade – Foundational Skills</th>
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<tbody>
<tr>
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<tr>
<td>• During dictation, dictate a challenge sentence</td>
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<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
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<tr>
<td>• Assist by helping students tap or modify by tapping fingers on table</td>
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<tr>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
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</tr>
<tr>
<td>• Select a drill sound warm-up leader.</td>
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</tr>
<tr>
<td>• Use Unit Resources to make additional word practice</td>
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</tr>
<tr>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
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</tr>
<tr>
<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
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</tr>
</tbody>
</table>
**Unit Title:** Unit 11 – Level 2 Fundations

**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
Central Idea / Enduring Understanding:
Students will...

- Identify parts of words (syllables, basewords, 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?
• 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.
<table>
<thead>
<tr>
<th>Content:</th>
<th>Skills/Objectives:</th>
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<tr>
<td>• <strong>Big Idea:</strong> Focus on vowel teams <strong>ee</strong>, <strong>ea</strong>, and <strong>ey</strong>, and how to use the spelling option procedure.</td>
<td>• Sounds of <strong>ee</strong>, <strong>ea</strong>, and <strong>ey</strong></td>
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<tr>
<td>• <strong>Learning Activity Overview:</strong></td>
<td>• Use of spelling option procedure for /ē/ sound</td>
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<td>• Trick Words: <strong>whose</strong>, <strong>won</strong>, <strong>son</strong>, <strong>breakfast</strong>, <strong>head</strong>, <strong>ready</strong></td>
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<td>• Sample Words: <strong>cheap</strong>, <strong>keep</strong>, <strong>chimney</strong></td>
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<td>3. <strong>Dictation/Words (Multisyllabic Words):</strong> 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.</td>
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</tr>
<tr>
<td>9. <strong>Echo/Find Words (Spelling Option):</strong> Students learn to spell words with multiple spellings of the same sound.</td>
<td></td>
</tr>
<tr>
<td>10. <strong>Make it Fun:</strong> Designed to reinforce the unit concepts or review previously taught concepts with a game activity.</td>
<td></td>
</tr>
<tr>
<td>11. <strong>Storytime:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>12. <strong>Trick Words:</strong> Students learn non-phonetic words using gross motor memory.</td>
<td></td>
</tr>
<tr>
<td>13. <strong>Word of the Day:</strong> Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.</td>
<td></td>
</tr>
<tr>
<td>14. <strong>Word Talk:</strong> Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.</td>
<td></td>
</tr>
</tbody>
</table>
## Stage 2: Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
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<tbody>
<tr>
<td>• Student Notebook</td>
<td>• Assessment of Student Mastery</td>
</tr>
</tbody>
</table>
Pemberton Township School District
Second Grade – Foundational Skills

- 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

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
</tr>
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<tbody>
<tr>
<td>Week 1 Day 1 in Fundations</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Day 1 in Fundations</td>
</tr>
</tbody>
</table>
• **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 /è/ 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

**Learning Opportunities/Strategies:**
**Week 1 Day 2 in Fundations**

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

**Resources:**
**Week 1 Day 2 in Fundations**

• Large Sound Cards
• Standard Sound Cards
• R-Controlled Vowels Poster
• Vowel Teams Poster
• Echo and/or Baby Echo
  o 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
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 Fundations

- 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
  o 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 Fundations
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 Fundations**

- **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**
  o 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 Fundations**
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

- **Word of the Day** –
  Complete following the Learning Activity procedures.

  **Review Concepts**
  Double Vowel Syllable, ee sound

  **Make Words**
  **Student Notebook Entry** *(speech)*  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. *(current trick word, 1-2 review trick words)*  T353

- **Dictation (Composition Book)** –
  Complete following the Learning Activity procedures.

  **Unit Sounds**
  **Unit Words**
  **Trick Words**
  **Sentence**  T353

**Learning Opportunities/Strategies:**

**Week 1 Day 5 in Fundations**

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

  **Large Sound Cards**
  New or challenging sounds.

**Resources:**

**Week 1 Day 5 in Fundations**

- 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
Pemberton Township School District
Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Standard Sound Cards</th>
<th>Large Sound Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>All vowels, new or challenging sounds, 4-5 other consonants.</td>
<td></td>
</tr>
<tr>
<td>Trick Word Drill</td>
<td>Standard Sound Cards</td>
</tr>
<tr>
<td>Introduced, but not mastered, Trick Words.</td>
<td>Trick Word Flashcards</td>
</tr>
<tr>
<td>R-Controlled Vowels and Vowel Teams Poster</td>
<td>R-Controlled Vowels Poster</td>
</tr>
<tr>
<td>Introduced sounds</td>
<td>Vowel Teams Poster</td>
</tr>
<tr>
<td></td>
<td>Echo and/or Baby Echo</td>
</tr>
<tr>
<td></td>
<td>o used throughout lesson</td>
</tr>
</tbody>
</table>

- **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. (current trick word, 1-2 review trick words) T355

- **Dictation (Day 5 Check-Up)** – Complete following the Learning Activity procedures.
  - **Unit Sounds**
  - **Review Words**
  - **Current Words**
  - **Trick Words**
  - **Sentence** T355

**Learning Opportunities/Strategies:**
Week 2 Day 1 in Fundations

- **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

**Suffixes**
4-5 Suffixes T356

- **Introduce New Concepts** –
  **Teach Multisyllablic 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 Fundations**

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

---

**Resources:**
**Week 2 Day 2 in Fundations**

- **Large Sound Cards**
- **Standard Sound Cards**
- **R-Controlled Vowels Poster**
- **Vowel Teams Poster**
- **Suffix Frames**
- **Echo and/or Baby Echo**
  o 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**

---
**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 T358 | • Large Sound Cards  
• Standard Sound Cards  
• R-Controlled Vowels Poster  
• Vowel Teams Poster  
• Suffix Frame  
• Echo and/or Baby Echo  
  o used throughout lesson |

- **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** (valley) T358

- **Trick Word Practice –**  
  Complete following the Learning Activity procedures. (current trick word, 1-2 review trick words) 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

**Learning Opportunities/Strategies:**  
Week 2 Day 3 in Fundations

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

**Resources:**  
Week 2 Day 3 in Fundations
### 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 Fundations**

- **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** |
| **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 Fundations**
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 Fundations**

- **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.

---

**Resources:**

**Week 2 Day 5 in Fundations**

- 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
### 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

### 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**

- 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
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
Scoop and mark syllable types and vowel sounds.
Circle suffixes.

Dictate Sentences
Dictate words, Students repeat, then write the sentence individually.
Lastly, have students scoop sentences to phrase them. T365

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).

Differentiation

<table>
<thead>
<tr>
<th>High-Achieving Students</th>
<th>On Grade Level Students</th>
<th>Struggling Students</th>
<th>Special Needs/ELL</th>
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</thead>
<tbody>
<tr>
<td>- Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</td>
<td>- Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</td>
<td>- Remind students to use visual resources</td>
<td>- Remind students to use visual resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Be aware of a student’s trouble spots</td>
<td>- Be aware of a student’s trouble spots</td>
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</table>

- Composition Book
- Unit Test Tracker (PLC)
<table>
<thead>
<tr>
<th>Pemberton Township School District</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Second Grade – Foundational Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>• Assist by helping students tap or modify by tapping fingers on table</td>
</tr>
<tr>
<td>• During dictation, dictate a challenge sentence</td>
<td>• During dictation, dictate a challenge sentence</td>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
</tr>
<tr>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>• Select a drill sound warm-up leader.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use Unit Resources to make additional word practice</td>
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<tr>
<td></td>
<td></td>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
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<tr>
<td></td>
<td></td>
<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assist by helping students tap or modify by tapping fingers on table</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
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<tr>
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<td></td>
<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
</tr>
<tr>
<td>Unit Title:</td>
<td>Unit 12 – Level 2 Fundations</td>
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<td><strong>Stage 1: Desired Results</strong></td>
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<td><strong>Standards &amp; Indicators:</strong></td>
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<td><strong>NJSL Grade 2 English Language Arts</strong></td>
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<td>8.1.2.A.2</td>
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<td>8.1.5.A.2</td>
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<td><strong>NJSL 21st Century Life and Careers</strong></td>
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### Pemberton Township School District
Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Central Idea / Enduring Understanding:</th>
<th>Essential/Guiding Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td></td>
</tr>
<tr>
<td>• Identify parts of words (syllables,</td>
<td>• What is a syllable type</td>
</tr>
<tr>
<td>basewords, and suffixes).</td>
<td>and how can it help us to</td>
</tr>
<tr>
<td>• Identify syllable types (closed,</td>
<td>read unfamiliar words?</td>
</tr>
<tr>
<td>vowel-consonant-e, open, r-controlled).</td>
<td></td>
</tr>
<tr>
<td>• Read and spell words with long</td>
<td>• How do syllable types</td>
</tr>
<tr>
<td>vowels in vowel-consonant-e and open</td>
<td>change vowel sounds?</td>
</tr>
<tr>
<td>syllables.</td>
<td></td>
</tr>
<tr>
<td>• Read and spell words with r-</td>
<td>• How do we decide on which</td>
</tr>
<tr>
<td>controlled vowels.</td>
<td>spelling options to use?</td>
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<tr>
<td>• Read and spell words with vowel</td>
<td>• How do I know how to</td>
</tr>
<tr>
<td>teams.</td>
<td>phrase my words when</td>
</tr>
<tr>
<td>• Read and spell words with unexpected</td>
<td>reading?</td>
</tr>
<tr>
<td>vowel sounds.</td>
<td>• Why do I have to pay</td>
</tr>
<tr>
<td>• Read and spell words with</td>
<td>attention to punctuation</td>
</tr>
<tr>
<td>suffixes.</td>
<td>and capitalization when</td>
</tr>
<tr>
<td>• Read and spell phonetically regular</td>
<td>writing and reading?</td>
</tr>
<tr>
<td>one-, two-, and three-syllable words.</td>
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<tr>
<td>• Divide multisyllabic words.</td>
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<td>• Know some multiple-meaning words.</td>
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<tr>
<td>• Spell words with options for the</td>
<td></td>
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<tr>
<td>grapheme representation for sounds</td>
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<tr>
<td>with the use of a spell checker or</td>
<td></td>
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<tr>
<td>dictionary.</td>
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<td>• Apply correct punctuation.</td>
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<td>• Apply capitalization rules.</td>
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<td>• Retell short narrative stories,</td>
<td></td>
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<td>recounting key ideas and details.</td>
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<td>• Locate facts and details in narrative and informational writing.</td>
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<td>• Use sentence level context as a clue to the meaning of a word or phrase.</td>
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<td>• Determine the central message of a story.</td>
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<td>• Use words and phrases acquired through conversations, reading, and being read to and responding to texts including using adjectives and adverbs to describe.</td>
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</table>
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 recognition.

Skills (Objectives):

- Sounds of **oi** and **oy**

- Spelling generalizations of /oi/ sound

- Trick Words: **favorite, early, ocean**

- Sample Words: **moist, toys, paperboy**
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.
<table>
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<td>Assessment of Student Mastery</td>
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Pemberton Township School District
Second Grade – Foundational Skills

- 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

- Unit Tests
- Dictation (Day 5 Check-up)

Stage 3: Learning Plan

**Learning Opportunities/Strategies:**
- Week 1 Day 1 in Fundations
  - Drill Sounds/Warm-Up – Arrange Standard Sound Cards on chart as

**Resources:**
- Week 1 Day 1 in Fundations
  - Large Sound Cards
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**
Introduce 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 Fundations**

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

**Resources:**
**Week 1 Day 2 in Fundations**

- **Large Sound Cards**
- **Standard 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 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 Fundations**

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

### Resources:
**Week 1 Day 3 in Fundations**

- **Large Sound Cards**
- **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  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

**Learning Opportunities/Strategies:**
**Week 1 Day 4 in Fundations**

- **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 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)**

**Resources:**
**Week 1 Day 4 in Fundations**

- **Large Sound Cards**
- **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 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 Fundations

- **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 Fundations

- Large Sound Cards
- Standard Sound Cards
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

**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**
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**
Scoop and mark syllable types and vowel sounds.
Circle suffixes.

**Dictate Sentences**
Dictate words, Students repeat, then write the sentence individually.
Lastly, have students scoop sentences to phrase them. T383

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).

### Differentiation

<table>
<thead>
<tr>
<th>High-Achieving Students</th>
<th>On Grade Level Students</th>
<th>Struggling Students</th>
<th>Special Needs/ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</td>
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<td>• Remind students to use visual resources</td>
<td>• Remind students to use visual resources</td>
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<tr>
<td></td>
<td></td>
<td>• Be aware of a student’s trouble spots</td>
<td>• Be aware of a student’s trouble spots</td>
</tr>
<tr>
<td>Students think of synonyms, antonyms, or multiple meanings for a word</td>
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<td>Assist by helping students tap or modify by tapping fingers on table</td>
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<tr>
<td>During dictation, dictate a challenge sentence</td>
<td>During dictation, dictate a challenge sentence</td>
<td>During dictation, check that students have recalled the word/sentence correctly</td>
<td>During dictation, check that students have recalled the word/sentence correctly</td>
</tr>
<tr>
<td>During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>Select a drill sound warm-up leader.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Use Unit Resources to make additional word practice</td>
<td>Use Unit Resources to make additional word practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
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<tr>
<td></td>
<td></td>
<td>Double-dose lesson during WIN period (if meets eligibility criteria)</td>
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</table>
**Unit Title:** Unit 13 – Level 2 Fundations

<table>
<thead>
<tr>
<th>Stage 1: Desired Results</th>
</tr>
</thead>
</table>

**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

<table>
<thead>
<tr>
<th>Central Idea / Enduring Understanding:</th>
<th>Essential/Guiding Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td></td>
</tr>
<tr>
<td>- Identify parts of words (syllables, basewords, and suffixes).</td>
<td>- What is a syllable type and how can it help us to read unfamiliar words?</td>
</tr>
<tr>
<td>- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).</td>
<td>- How do syllable types change vowel sounds?</td>
</tr>
<tr>
<td>- Read and spell words with long vowels in vowel-consonant-e and open syllables.</td>
<td>- How do we decide on which spelling options to use?</td>
</tr>
<tr>
<td>- Read and spell words with r-controlled vowels.</td>
<td>- How do I know how to phrase my words when reading?</td>
</tr>
<tr>
<td>- Read and spell words with vowel teams.</td>
<td>- Why do I have to pay attention to punctuation and capitalization when writing and reading?</td>
</tr>
<tr>
<td>- Read and spell words with unexpected vowel sounds.</td>
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<tr>
<td>- Read and spell words with suffixes.</td>
<td></td>
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<tr>
<td>- Read and spell phonetically regular one-, two-, and three- syllable words.</td>
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- 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.
### 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 /ɔ/ sound
- Review of suffix endings
- Trick Words: Monday, Tuesday, cousin, lose, tomorrow, beautiful
- Sample Words: road, doe, grown
<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>7</td>
<td><strong>Drill Sounds/Warm-Up</strong>:</td>
<td>Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.</td>
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<td><strong>Echo/Find Letters</strong>:</td>
<td>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.</td>
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<td>9</td>
<td><strong>Echo/Find Words (Single Syllable Words)</strong>:</td>
<td>Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.</td>
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<td><strong>Echo/Find Words (Multisyllabic Words)</strong>:</td>
<td>Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.</td>
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<td><strong>Echo/Find Words (Spelling Option)</strong>:</td>
<td>Students learn to spell words with multiple spellings of the same sound.</td>
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<td><strong>Make it Fun</strong>:</td>
<td>Designed to reinforce the unit concepts or review previously taught concepts with a game activity.</td>
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<td><strong>Storytime</strong>:</td>
<td>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.</td>
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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

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Pemberton Township School District  
Second Grade – Foundational Skills

- 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

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<td><strong>Learning Opportunities/Strategies:</strong></td>
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<tr>
<td>Week 1 Day 1 in Fundations</td>
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</table>

| **Resources:** |
| Week 1 Day 1 in Fundations |

- Drill Sounds/Warm-Up –
Pemberton Township School District  
Second Grade – Foundational Skills

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<th>Arrange Standard Sound Cards on chart as displayed on page T389. Complete the following Learning Activity procedures.</th>
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</table>
| **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 Fundations

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

**Resources:**  
Week 1 Day 2 in Fundations

- **Large Sound Cards**

---

- **Large Sound Cards**
- **Standard Sound Cards**
- **R-Controlled Vowels Poster**
- **Vowel Teams Poster**
- **Suffix Frame**
- **Echo and/or Baby Echo**  
  o 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**

- **Large Sound Cards**
**Learning Opportunities/Strategies:**
Week 1 Day 3 in Fundations

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

**Resources:**
Week 1 Day 3 in Fundations

- Large Sound Cards

---

<table>
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<th>Standard Sound Cards</th>
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<td><strong>Standard Sound Cards</strong></td>
<td>Vowel Teams Poster</td>
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<td>Suffix Frame</td>
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<tr>
<td><strong>R-Controlled Vowels and Vowel Teams Poster</strong></td>
<td>Echo and/or Baby Echo</td>
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<tr>
<td>Introduced sounds</td>
<td>o used throughout lesson</td>
</tr>
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</table>

- **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

---

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Day 3 in Fundations</td>
<td>Week 1 Day 3 in Fundations</td>
</tr>
<tr>
<td>• Drill Sounds/Warm-Up —</td>
<td>• Large Sound Cards</td>
</tr>
<tr>
<td>Complete the following Learning Activity procedures.</td>
<td></td>
</tr>
<tr>
<td>Large Sound Cards</td>
<td></td>
</tr>
</tbody>
</table>
### Pemberton Township School District
Second Grade – Foundational Skills

| New or challenging sounds. | • Standard Sound Cards  
| Standard Sound Cards | Trick Word Flashcards  
| All vowels, new or challenging sounds, 4-5 other consonants. | • R-Controlled Vowels Poster  
| Trick Word Drill | Vowel Teams Poster  
| Introduced, but not mastered, Trick Words. | • Echo and/or Baby Echo  
| R-Controlled Vowels and Vowel Teams Poster |   • used throughout lesson  
| Introduced sounds | T396 | Learning Opportunities/Strategies:  
| • Word of the Day –  
| Complete following the Learning Activity procedures. | • Unit Word of the Day Cards  
| Review Concepts | • Unit Word Resource List  
| Double Vowel Syllable, **oa** sound | • Large Writing Grid  
| Make Words | • Student Notebook  
| Student Notebook Entry (**spoil**) | T396  
| • Introduce New Concepts –  
| Teach Homophones | • Standard Sound Cards  
| 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. | • Unit Word Resource List  
| | T397 | • Dictionary  
| | • Student Notebook  
| • Dictation (Dry Erase) –  
| Complete following the Learning Activity procedures. | • Unit Resource Lists  
| Unit Sounds | • Large Writing Grid  
| Unit Words | • Dry Erase Writing Tablets, Markers, Erasers  
| Trick Words | • Sentence Frames  
| Sentence | • Student Notebook  
| T397  
| **Learning Opportunities/Strategies:**  
| Week 1 Day 4 in Fundations | Resources:  
| • Drill Sounds/Warm-Up –  
| Complete the following Learning Activity procedures. | • Large Sound Cards  
| Large Sound Cards  
| | **Week 1 Day 4 in Fundations**  
| | • 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 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

**Learning Opportunities/Strategies:**
Week 1 Day 5 in Fundations

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

  **Large Sound Cards**

**Resources:**
Week 1 Day 5 in Fundations

- **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 T400

- **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

**Learning Opportunities/Strategies:**
*Week 2 Day 1 in Fundations*

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

**Resources:**
*Week 2 Day 1 in Fundations*

- **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  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 Fundations**

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

  **Large Sound Cards**

**Resources:**

**Week 2 Day 2 in Fundations**

- Large Sound Cards
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 /ö/, as well as words with suffix endings. Students say, then build the word. Complete Student Notebook entry. T405

---

**Learning Opportunities/Strategies:**

**Week 2 Day 3 in Fundations**

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

  **Large Sound Cards**

---

**Resources:**

**Week 2 Day 3 in Fundations**

- 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 /ɔ/ 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 |

**Learning Opportunities/Strategies:**  
Week 2 Day 4 in Fundations

| • 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**  
  o 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** |

**Resources:**  
Week 2 Day 4 in Fundations

| • Large Sound Cards  
• Standard 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 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 Fundations**

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

  - **Large Sound Cards**
    New or challenging sounds.

**Resources:**
**Week 2 Day 5 in Fundations**

- **Large Sound Cards**
## Pemberton Township School District
### Second Grade – Foundational Skills

| Standard Sound Cards | • Standard Sound Cards  
• Trick Word Flashcards  
• Suffix Frame  
• Echo and/or Baby Echo  
  ○ used throughout lesson |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All vowels, new or challenging sounds, 4-5 other consonants.</td>
<td></td>
</tr>
<tr>
<td><strong>Trick Word Drill</strong></td>
<td></td>
</tr>
<tr>
<td>Introduced, but not mastered, Trick Words.</td>
<td></td>
</tr>
<tr>
<td><strong>Suffixes</strong></td>
<td></td>
</tr>
<tr>
<td>4-5 Suffixes T410</td>
<td></td>
</tr>
</tbody>
</table>

- **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

---

### 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
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**
Scoop and mark syllable types and vowel sounds.
Circle suffixes.

**Dictate Sentences**
Dictate words, Students repeat, then write the sentence individually.
Lastly, have students scoop sentences to phrase them. T411

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).

---

**Differentiation**

<table>
<thead>
<tr>
<th>High-Achieving Students</th>
<th>On Grade Level Students</th>
<th>Struggling Students</th>
<th>Special Needs/ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask challenging questions (e.g., what do you know about that sound? What is a word)</td>
<td>• Ask challenging questions (e.g., what do you know about that sound? What is a word that)</td>
<td>• Remind students to use visual resources</td>
<td>• Remind students to use visual resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be aware of a</td>
<td>• Be aware of a</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>that begins with that sound? Etc.)</th>
<th>begins with that sound? Etc.)</th>
<th>student’s trouble spots</th>
<th>student’s trouble spots</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>• Assist by helping students tap or modify by tapping fingers on table</td>
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</tr>
<tr>
<td>• During dictation, dictate a challenge sentence</td>
<td>• During dictation, dictate a challenge sentence</td>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
</tr>
<tr>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>• Select a drill sound warm-up leader.</td>
<td>• Select a drill sound warm-up leader.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use Unit Resources to make additional word practice</td>
<td>• Use Unit Resources to make additional word practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
</tr>
</tbody>
</table>
## Unit Title: Unit 14 – Level 2 Fundations

### 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
### Central Idea / Enduring Understanding:
Students will...

- Identify parts of words (syllables, basewords, 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?
- 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 *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*
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
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.

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### Stage 2: Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
</table>
### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

- **Week 1 Day 1 in Fundations**

#### Resources:

- **Week 1 Day 1 in Fundations**

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- 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)
### Pemberton Township School District
Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th><strong>Drill Sounds/Warm-Up –</strong></th>
<th><strong>Learning Opportunities/Strategies:</strong></th>
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<tbody>
<tr>
<td>Arrange Standard Sound Cards on chart as displayed on page T417. Complete the following Learning Activity procedures.</td>
<td><strong>Week 1 Day 2 in Fundations</strong></td>
</tr>
<tr>
<td><strong>Large Sound Cards</strong> New or challenging sounds.</td>
<td><strong>Drill Sounds/Warm-Up –</strong> Complete the following Learning Activity procedures.</td>
</tr>
<tr>
<td><strong>Standard Sound Cards</strong> All vowels, new or challenging sounds, 4-5 other consonants.</td>
<td><strong>Resources:</strong> <strong>Week 1 Day 2 in Fundations</strong></td>
</tr>
<tr>
<td><strong>R-Controlled Vowels and Vowel Teams Poster</strong> Introduced sounds</td>
<td></td>
</tr>
<tr>
<td><strong>Suffixes</strong> 4-5 Suffixes T420</td>
<td></td>
</tr>
<tr>
<td><strong>Introduce New Concepts –</strong> <strong>Introduce The /ou/ Sound Of ow and Reading Words With Sound Options</strong> 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</td>
<td></td>
</tr>
<tr>
<td><strong>Teach Trick Words –</strong> Complete following the Learning Activity procedures. (Wednesday, Thursday, Saturday) T421</td>
<td></td>
</tr>
</tbody>
</table>

**Resources:**
- 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 3 in Fundations

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

## Resources:
#### Week 1 Day 3 in Fundations

- 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

### Strategies

- **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

---

### 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

---

### Resources:
- 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
### Pemberton Township School District
Second Grade – Foundational Skills

| New or challenging sounds. |  • Large Sound Cards  
| **Standard Sound Cards** | • Standard Sound Cards  
| All vowels, new or challenging sounds, 4-5 other consonants.  | • Echo and/or Baby Echo  
| T424 | o used throughout lesson  

- **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

---

**Learning Opportunities/Strategies:**
**Week 1 Day 4 in Fundations**

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

**Resources:**
**Week 1 Day 4 in Fundations**

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**Resources:**
**Week 1 Day 4 in Fundations**

---

**Learning Opportunities/Strategies:**
**Week 1 Day 4 in Fundations**

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

**Learning Opportunities/Strategies:**
Week 1 Day 5 in Fundations

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

**Resources:**
Week 1 Day 5 in Fundations

- **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**
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

- **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)  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

---

**Learning Opportunities/Strategies:**
Week 2 Day 1 in Fundations

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

**Large Sound Cards**
New or challenging sounds.

**Standard Sound Cards**

---

**Resources:**
Week 2 Day 1 in Fundations
### Learning Opportunities/Strategies:
**Week 2 Day 2 in Fundations**

- **Word of the Day** – Complete following the Learning Activity procedures.  
  **Review Concepts**  
  Double Vowel Syllable, **ow** sound  
  **Make Words**  
  **Student Notebook Entry** *(tower)*  

- **Teach Trick Words** – Complete following the Learning Activity procedures. *(bought, brought, piece)*  

- **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.  

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

### Resources:  
**Week 2 Day 2 in Fundations**

- 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
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.

Learning Opportunities/Strategies:
- Week 2 Day 3 in Fundations

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

Resources:
- Week 2 Day 3 in Fundations
### 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 Fundations**

- 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 Fundations**

- 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
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 Fundations**

- **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.

- **Resources:**  
  **Week 2 Day 5 in Fundations**

- **Large Sound Cards**  
- **Standard Sound Cards**  
- **R-Controlled Vowels Poster**  
- **Vowel Teams Poster**  
- **Suffix Frame**  
- **Echo and/or Baby Echo**  
  o 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**
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

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

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

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List
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
Scoop and mark syllable types and vowel sounds.
Circle suffixes.

Dictate Sentences
Dictate words, Students repeat, then write the sentence individually.
Lastly, have students scoop sentences to phrase them. T439

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).

| Differentiation |
|-----------------|-----------------|-----------------|-----------------|
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) | • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) | • Remind students to use visual resources | • Remind students to use visual resources |
| | | • Be aware of a student’s trouble spots | • Be aware of a student’s trouble spots |
| Pemberton Township School District  
| Second Grade – Foundational Skills |
|---|---|---|---|
| - 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 | - 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 | - 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) | - 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) |
### Unit Title
Unit 15 – Level 2 Fundations

### 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
**Central Idea / Enduring Understanding:**
Students will...

- Identify parts of words (syllables, basewords, 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?
• 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.
### 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**
<table>
<thead>
<tr>
<th></th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td><strong>Drill Sounds/Warm-Up:</strong> Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Echo/Find Letters:</strong> 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.</td>
</tr>
<tr>
<td>9.</td>
<td><strong>Echo/Find Words (Single Syllable Words):</strong> Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.</td>
</tr>
<tr>
<td>10.</td>
<td><strong>Echo/Find Words (Multisyllabic Words):</strong> Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.</td>
</tr>
<tr>
<td>11.</td>
<td><strong>Echo/Find Words (Spelling Option):</strong> Students learn to spell words with multiple spellings of the same sound.</td>
</tr>
<tr>
<td>12.</td>
<td><strong>Make it Fun:</strong> Designed to reinforce the unit concepts or review previously taught concepts with a game activity.</td>
</tr>
<tr>
<td>13.</td>
<td><strong>Storytime:</strong> 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.</td>
</tr>
<tr>
<td>14.</td>
<td><strong>Trick Words:</strong> Students learn non-phonetic words using gross motor memory.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Stage 2: Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Task(s):</strong></td>
</tr>
<tr>
<td>• Student Notebook</td>
</tr>
<tr>
<td><strong>Other Evidence:</strong></td>
</tr>
<tr>
<td>• Assessment of Student Mastery</td>
</tr>
</tbody>
</table>
Pemberton Township School District
Second Grade – Foundational Skills

- 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

Stage 3: Learning Plan

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Day 1 in Fundations</td>
<td>Week 1 Day 1 in Fundations</td>
</tr>
<tr>
<td>Drill Sounds/Warm-Up –</td>
<td></td>
</tr>
</tbody>
</table>

- Unit Tests
- Dictation (Day 5 Check-up)
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 Fundations

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

**Resources:**
Week 1 Day 2 in Fundations

- Large Sound Cards
- 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

- Large Sound Cards
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.

- 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

Learning Opportunities/Strategies:  
Week 1 Day 3 in Fundations

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

Resources:  
Week 1 Day 3 in Fundations

- Large Sound Cards
### Learning Opportunities/Strategies:
**Week 1 Day 4 in Fundations**

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

### Resources:
**Week 1 Day 4 in Fundations**

- **Large Sound Cards**
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 T454

- **Word of the Day** –
  Complete following the Learning Activity procedures.
**Review Concepts**
Double Vowel Syllable, **ou** sound
**Make Words**
**Student Notebook Entry (group)** 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. *(current trick word, 1-2 review trick words)* T455

- **Dictation (Composition Book)** –
  Complete following the Learning Activity procedures.
**Unit Sounds**
**Unit Words**
**Trick Words**
**Sentence** T455

**Learning Opportunities/Strategies:**
Week 1 Day 5 in Fundations

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

**Resources:**
Week 1 Day 5 in Fundations

- **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. 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

**Learning Opportunities/Strategies:**

**Week 2 Day 1 in Fundations**

- **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 Fundations**

- Large Sound Cards
Pemberton Township School District  
Second Grade – Foundational Skills

### Learning Opportunities/Strategies:
#### Week 2 Day 2 in Fundations

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

### Resources:
#### Week 2 Day 2 in Fundations

- **Large Sound Cards**
**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 /ũ/, 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 Fundations**

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

**Resources:**
**Week 2 Day 3 in Fundations**

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

- **Student Copies of Phrased Story**
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

### Word of the Day –
Complete following the Learning Activity procedures.

**Review Concepts**
Double Vowel Syllable, ew sound

**Make Words**

**Student Notebook Entry** *(crew)*

### 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.

### Dictation (Dry Erase) –
Complete following the Learning Activity procedures.

**Unit Sounds**
**Unit Words**
**Trick Words**
**Sentence**

---

**Learning Opportunities/Strategies:**

Week 2 Day 4 in Fundations

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

---

**Resources:**

Week 2 Day 4 in Fundations

- 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
### Pemberton Township School District
#### Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>All vowels, new or challenging sounds, 4-5 other consonants.</th>
<th>Large Sound Cards</th>
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</thead>
<tbody>
<tr>
<td><strong>Suffixes</strong></td>
<td>Standard Sound Cards</td>
</tr>
<tr>
<td>4-5 Suffixes</td>
<td>Suffix Frame</td>
</tr>
<tr>
<td></td>
<td>Echo and/or Baby Echo</td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**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. (current trick word, 1-2 review trick words) T465

**Dictation (Composition Book)** –
Complete following the Learning Activity procedures.

**Learning Opportunities/Strategies:**

**Week 2 Day 5 in Fundations**

- **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 5 in Fundations**

- Large Sound Cards
<table>
<thead>
<tr>
<th>Pemberton Township School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Grade – Foundational Skills</td>
</tr>
</tbody>
</table>

**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

---

**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

---

- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
  - used throughout lesson
Pemberton Township School District  
Second Grade – Foundational Skills

<table>
<thead>
<tr>
<th>Sentences to phrase them.</th>
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<tr>
<td>Dictate Sounds</td>
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<td>Dictate sounds. Students repeat, then write the letter individually.</td>
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<td>Dictate Words</td>
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<td>Dictate words. Students repeat, then write the word individually.</td>
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<td>Dictate Trick Words</td>
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<td>Dictate words, Students repeat, then write the word individually.</td>
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<td>Students Do The Following to Above Words</td>
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<td>Scoop and mark syllable types and vowel sounds.</td>
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<td>Circle suffixes.</td>
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<td>Dictate Sentences</td>
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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).

**Differentiation**

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- Unit Test Tracker (PLC)
## Pemberton Township School District
### Second Grade – Foundational Skills

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<tr>
<th>Activity</th>
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**Unit Title:** Unit 16 – Level 2 Fundations

**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
### Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, 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?
- 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**

<table>
<thead>
<tr>
<th>Content:</th>
<th>Skills/Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Big Idea:</strong> Focus on the double vowel</td>
<td>• Sounds of <strong>au</strong> and <strong>aw</strong></td>
</tr>
<tr>
<td>combinations of <strong>au</strong> and <strong>aw</strong>.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Learning Activity Overview:</strong></td>
<td>• Spelling generalizations for the /o/</td>
</tr>
<tr>
<td>1. <strong>Dictation/Sounds:</strong> Students write the</td>
<td>sound</td>
</tr>
<tr>
<td>letter(s) that correspond to a dictated</td>
<td>• Trick Words: <strong>August, laugh, daughter</strong></td>
</tr>
<tr>
<td>sound. This activity supports the</td>
<td></td>
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<tr>
<td>development of alphabetical principle and</td>
<td></td>
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<tr>
<td>helps students solidify both sound-symbol</td>
<td></td>
</tr>
<tr>
<td>correspondence and letter formation.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Dictation/Words (Single Syllable Words):</strong></td>
<td></td>
</tr>
<tr>
<td>Students segment sounds and spell words.</td>
<td>• Sample Words: <strong>claw, aunt</strong></td>
</tr>
<tr>
<td>This activity helps students develop</td>
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</tr>
<tr>
<td>independent spelling and reinforces their</td>
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<tr>
<td>understanding of word structure by</td>
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<tr>
<td>marking up the word.</td>
<td></td>
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<tr>
<td>3. <strong>Dictation/Words (Multisyllabic Words):</strong></td>
<td></td>
</tr>
<tr>
<td>Students segment sounds and spell words</td>
<td></td>
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<tr>
<td>dealing with one syllable at a time.</td>
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</tr>
<tr>
<td>This activity helps students develop</td>
<td></td>
</tr>
<tr>
<td>independent spelling and reinforces their</td>
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<td>understanding of word structure by</td>
<td></td>
</tr>
<tr>
<td>marking up the word.</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Dictation Words (Spelling Option):</strong></td>
<td></td>
</tr>
<tr>
<td>When teaching words with multiple</td>
<td></td>
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<tr>
<td>spellings of the same sound, reinforce</td>
<td></td>
</tr>
<tr>
<td>the spelling option procedure.</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Dictation Sentences:</strong> Students</td>
<td></td>
</tr>
<tr>
<td>independently write a sentence from</td>
<td></td>
</tr>
<tr>
<td>dictation. This helps students develop</td>
<td></td>
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<tr>
<td>their auditory memory for words and</td>
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<tr>
<td>develops their proofreading skills with</td>
<td></td>
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<tr>
<td>guidance.</td>
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<tr>
<td>6. <strong>Dictation/Trick Words:</strong> Students</td>
<td></td>
</tr>
<tr>
<td>practice the spelling of high-frequency</td>
<td></td>
</tr>
<tr>
<td>words.</td>
<td></td>
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<tr>
<td></td>
<td>Activity</td>
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</tr>
<tr>
<td>7</td>
<td><strong>Drill Sounds/Warm-Up:</strong></td>
</tr>
<tr>
<td>8</td>
<td><strong>Echo/Find Letters:</strong></td>
</tr>
<tr>
<td>9</td>
<td><strong>Echo/Find Words (Single Syllable Words):</strong></td>
</tr>
<tr>
<td>10</td>
<td><strong>Echo/Find Words (Multisyllabic Words):</strong></td>
</tr>
<tr>
<td>11</td>
<td><strong>Echo/Find Words (Spelling Option):</strong></td>
</tr>
<tr>
<td>12</td>
<td><strong>Make it Fun:</strong></td>
</tr>
<tr>
<td>13</td>
<td><strong>Storytime:</strong></td>
</tr>
<tr>
<td>14</td>
<td><strong>Trick Words:</strong></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Stage 2: Assessment Evidence</th>
</tr>
</thead>
</table>

**Performance Task(s):**
- Student Notebook

**Other Evidence:**
- Assessment of Student Mastery
Pemberton Township School District
Second Grade – Foundational Skills

- 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

Stage 3: Learning Plan

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Day 1 in Fundations</td>
</tr>
<tr>
<td>• Drill Sounds/Warm-Up –</td>
</tr>
<tr>
<td>Arrange Standard Sound Cards on chart as</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Day 1 in Fundations</td>
</tr>
<tr>
<td>• Large Sound Cards</td>
</tr>
</tbody>
</table>
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 /ɔ/ 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 Fundations**

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

*Resources:*
**Week 1 Day 2 in Fundations**

- Large Sound Cards
- Standard Sound Cards
## Second Grade – Foundational Skills

| New or challenging sounds. | • Trick Word Flashcards  
| | • Echo and/or Baby Echo
| **Standard Sound Cards** |  
| All vowels, new or challenging sounds, 4-5 other consonants. | • used throughout lesson  
| **Suffixes** |  
| 4-5 Suffixes |  

### Word of the Day –
Complete following the Learning Activity procedures.

- **Review Concepts**
  - Double Vowel Syllable, au sound
- **Make Words**
- **Student Notebook Entry (launch)**

### 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)*

### 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.

### Learning Opportunities/Strategies:
**Week 1 Day 3 in Fundations**

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

### Resources:
**Week 1 Day 3 in Fundations**

- **Large Sound Cards**
- **Standard Sound Cards**
### 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

### 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 Fundations**

- **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 Fundations**

- Large Sound Cards
- 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
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 Fundations*

- **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 Fundations*

- **Large Sound Cards**
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

**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
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**
Scoop and mark syllable types and vowel sounds.
Circle suffixes.

**Dictate Sentences**
Dictate words, Students repeat, then write the sentence individually.
Lastly, have students scoop sentences to phrase them. T485

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).

### Differentiation

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### 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
### Central Idea / Enduring Understanding:
Students will...

- Identify parts of words (syllables, basewords, 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?
• 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.
### 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
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.
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.

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
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</thead>
<tbody>
<tr>
<td>Student Notebook</td>
<td>Assessment of Student Mastery</td>
</tr>
</tbody>
</table>
### Pemberton Township School District
Second Grade – Foundational Skills

- 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

### Stage 3: Learning Plan

<table>
<thead>
<tr>
<th>Learning Opportunities/Strategies:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Day 1 in Fundations</td>
<td>Week 1 Day 1 in Fundations</td>
</tr>
<tr>
<td>• Drill Sounds/Warm-Up –</td>
<td></td>
</tr>
</tbody>
</table>
Arranged 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 Fundations**

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

**Resources:**
**Week 1 Day 2 in Fundations**

- 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 T496

- **Word of the Day** –
  Complete following the Learning Activity procedures.

- **Review Concepts**
  Syllable Division and the consonant-le syllable

- **Make Words**
  Student Notebook Entry (fable) T496

- **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) 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

---

**Learning Opportunities/Strategies:**
**Week 1 Day 3 in Fundations**

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

  - **Large Sound Cards**
    New or challenging sounds.

---

**Resources:**
**Week 1 Day 3 in Fundations**

- Large Sound Cards
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 T498

- Word of the Day –
  Complete following the Learning Activity procedures.
- Review Concepts
  Syllable Division and the consonant-le syllable
- Make Words
- Student Notebook Entry (pebble) 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

**Learning Opportunities/Strategies:**
Week 1 Day 4 in Fundations

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

**Resources:**
Week 1 Day 4 in Fundations

- Large Sound Cards
### 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

---

**Learning Opportunities/Strategies:**

**Week 1 Day 5 in Fundations**

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

  - **Large Sound Cards**
    - New or challenging sounds.

---

**Resources:**

**Week 1 Day 5 in Fundations**

- **Large Sound Cards**
**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 T502

- **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)* 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

---

**Learning Opportunities/Strategies:**
**Week 2 Day 1 in Fundations**

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

**Large Sound Cards**
New or challenging sounds.

**Standard Sound Cards**
<table>
<thead>
<tr>
<th>Pemberton Township School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Grade – Foundational Skills</td>
</tr>
</tbody>
</table>

### 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 T504

- **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

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### Learning Opportunities/Strategies:

**Week 2 Day 2 in Fundations**

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

---

### Resources:

**Week 2 Day 2 in Fundations**

- **Large Sound Cards**

---

### Resources:

- **Letter Board**
- **Magnetic Letter Tiles**
- **Standard Sound Cards**
- **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**
- **Chart Paper**
- **Large Sound Cards**
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 Fundations*

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

**Resources:**
*Week 2 Day 3 in Fundations*

- **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**
- **Large 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 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

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**Learning Opportunities/Strategies:**
**Week 2 Day 4 in Fundations**

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

---

**Resources:**
**Week 2 Day 4 in Fundations**

- **Large Sound Cards**
# Pemberton Township School District
## Second Grade – Foundational Skills

| All vowels, new or challenging sounds, 4-5 other consonants. | • Standard Sound Cards
• Suffix Frame
• Echo and/or Baby Echo
  ○ used throughout lesson |

| **Suffixes**  
4-5 Suffixes | | |

| **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*) | |

| **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*) | |

| **Dictation (Composition Book)** –  
Complete following the Learning Activity procedures. | |

| **Unit Sounds**  
**Unit Words**  
**Trick Words**  
**Sentence** | **Unit Word of the Day Cards**  
**Unit Word Resource List**  
**Large Writing Grid**  
**Student Notebook** |

| **Learning Opportunities/Strategies:**  
Week 2 Day 5 in Fundations |

| **Drill Sounds/Warm-Up** –  
Complete the following Learning Activity procedures. | **Resources:**  
Week 2 Day 5 in Fundations |

| **Standard Sound Cards**  
All vowels, new or challenging sounds, 4-5 other consonants.  
**Trick Word Drill** | |
**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

---

**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

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**Resources:**

**Unit 17**

- Composition Book

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Introduced, but not mastered, Trick 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
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**
Scoop and mark syllable types and vowel sounds.
Circle suffixes.

**Dictate Sentences**
Dictate words, Students repeat, then write the sentence individually.
Lastly, have students scoop sentences to phrase them. T513

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).

---

**Differentiation**

<table>
<thead>
<tr>
<th>High-Achieving Students</th>
<th>On Grade Level Students</th>
<th>Struggling Students</th>
<th>Special Needs/ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</td>
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<td>• Remind students to use visual resources</td>
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<tr>
<td></td>
<td></td>
<td>• Be aware of a student’s trouble spots</td>
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<tr>
<td>• Students think of synonyms, antonyms, or multiple meanings for a word</td>
<td>• Assist by helping students tap or modify by tapping fingers on table</td>
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</tr>
<tr>
<td>• During dictation, dictate a challenge sentence</td>
<td>• During dictation, check that students have recalled the word/sentence correctly</td>
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</tr>
<tr>
<td>• During dictation, students rewrite sentence turning statements into questions or questions into statements</td>
<td>• Select a drill sound warm-up leader.</td>
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<tr>
<td></td>
<td>• Use Unit Resources to make additional word practice</td>
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<tr>
<td></td>
<td>• Supplemental Lesson: Echo/Letter Formation &amp; Sky Write/Letter Formation</td>
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<tr>
<td></td>
<td>• Double-dose lesson during WIN period (if meets eligibility criteria)</td>
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