~Teacher Instructions~

Lesson 1: Long and short vowels

Section A: Review Questions

1. How many letters are in the alphabet? **26**
2. Write the letters that are vowels. a e i o u
3. Make a breve, or the sign that shows a vowel is short.
4. Make a macron or the sign that shows a vowel is long.

Section B: Penmanship Practice

Dictate the vowels and have students write each one, practicing best penmanship. Dictate the capital letters first, then the lowercase. (This can be used as an assessment as to which letters students need more penmanship practice on.)


Section C: Sight Word Practice

Have students read these sight words that were introduced today; you read the words as students follow, read the words as a class, and students read words with a partner ('I do, we do, you do'). Then students can write sentences, using words from the box. Do as many as time allows. Ask students what sentences begin and end with. As students are writing, you can monitor and assess.

<table>
<thead>
<tr>
<th>do</th>
<th>one</th>
<th>love</th>
<th>today</th>
</tr>
</thead>
<tbody>
<tr>
<td>are</td>
<td>four</td>
<td>the</td>
<td>tomorrow</td>
</tr>
</tbody>
</table>

*Send the Spelling List for Week 1 home with students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.*
Lesson 2: Review of Vowels

Section A: Penmanship Practice

Have students write the lowercase vowels for each, using best penmanship.


Have students write the capital vowels for each, using best penmanship.

6. a A 7. e E 8. i I 9. o O 10. u U

11. Dictate the following sentence for students to write using best penmanship. Ask students what sentences should begin and end with. This can be used to assess which letters students need more penmanship practice on.

*The fox can run into the mud.

(These are words using the sight words introduced and spelling words from Week 1.)

Section B: Sight Word Practice

Have students read the sight words in the box; you read the words as they follow, read the words together as a class, and students read words with partner ('I do, we do, you do'). Then have students write in the missing letters, using the words in the box as a guide.

<table>
<thead>
<tr>
<th>was</th>
<th>you</th>
<th>eight</th>
<th>come</th>
<th>some</th>
<th>have</th>
<th>from</th>
<th>of</th>
</tr>
</thead>
</table>

12. eight 13. was 14. come 15. of
16. you 17. have 18. from 19. some
Lesson 3: Consonants

Section A: Consonants

Using the Saxon picture card deck (11-29), show one card at a time while covering the letter. Say the word on the card (e.g. show the 'b' card, covering the 'b', and say, "balloon"). Have students write down the initial letter for each picture, using best penmanship. These can be shown in random order (#1-19). (order can vary)

1. \(p\) 5. \(y\) 9. \(r\) 13. \(f\) 17. \(h\)
2. \(z\) 6. \(c\) 10. \(s\) 14. \(d\) 18. \(l\)
3. \(g\) 7. \(m\) 11. \(w\) 15. \(b\) 19. \(k\)
4. \(j\) 8. \(n\) 12. \(v\) 16. \(f\)

Section B: 'K-Back' Practice

Read and code the words #20 – 25 together. Discuss short vowel and 'k-back' rules as you go.

20. \(c\)\(a\)\(n\) 21. \(c\)\(u\)\(t\) 22. \(c\)\(o\)\(t\) 23. \(c\)\(u\)\(p\) 24. \(c\)\(a\)\(b\)

Challenge 'K-Back' Word Practice: Read the words below; you read the words as the students follow, read the words as a class, and students read with a partner ('I do, we do, you do').

- club
- country
- cousin
- called
- climb
- cute

(These words are taken from the Reading Street story, "Twin Club")

Section C: Short Story & Comprehension

Have the students read the story, Country Cousins and answer the questions.

I called my cousin, Sam, to come from the country. He rode the bus with his eight, cute cats. We will have fun together!

25. How many cats does Sam have? Sam has eight cats.

26. Sam rode the bus.
Lesson 4: The Rule ŭc

Section A: Missing Sound

Have students say the name of each picture. Write the missing letter that is in the initial, medial, or final position.

fox  box  six

Section B: Word Reading Practice

Read the words that follow the ŭc rule (#1-9). Circle the letter that makes the final sound in each word.

1. mix  2. mud  3. dot  4. yes  5. fix
6. zip  7. run  8. leg  9. wax

Have students read these nonsense words as a class.

10. tôx  11. bîx  12. jûx

Section C: Sentence Completion

Have students use the words in the box to complete the sentences.

13. The pig fell into the mud.

14. The dog had a cut leg.

15. The fox will run up the hill.

16. I can come at six.

six  leg  mud  run
Lesson 5: Review Sight Words

Section A: Sight Word Practice

Read the words in the box; you read as the students follow, read the words as a class, and students read words with a partner ('I do, we do, you do'). Then have students write the words in alphabetical order together, using best penmanship.

*country*  *friend*  *into*  *of*  *said*  *two*  *what*  *you*  (*from the Reading Street story, "Twin Club")

1. **country**
2. **friend**
3. **into**
4. **of**
5. **said**
6. **two**
7. **what**
8. **you**
Lesson 5 Continued

Section B: Sight Word Review

Instead of doing an assessment, this is an activity where the students can practice the sight words learned this week in a fun way. This can also be sent home as homework practice if you choose. These words will be assessed in Lesson 10.

FABULOUS PHONICS FUN

Items Needed: one marker to share

Directions: Help the fox get to the den by reading the words on the path.

Begin at “Start”. Play with a partner and take turns reading each word on the path. If the word is read correctly, move the marker to the next word. If the word is read incorrectly, the partner helps correct it. Play the game again with your partner if you finish.

*These words are used to create a pathway to the den:

have, into, from, love, of, one, said, some, the, they, to, today, together, tomorrow, two, was, what, where, who, you, are, come, do, eight, four
Lesson 6: The Rule ́v́

Section A: Coding Practice

Read the words below as a class. Refer to Rule ́v́. Code the words as follows: You show how to code the first row of words, students code the words on the second row with a partner, and then code the third row alone (‘I do, we do, you do’).

1. gṓ I ḗ wḗ Bṓ
2. mḗ nṓ flū́ shḗ
3. sṓ hḗ ḕ bḗ

Section B: Word Reading & Sound Isolation

Read, spell, read the words on row 4 as a class (e.g. trip, t-r-i-p, trip). Then have students circle the letter that makes the initial sound in each word. Do the same procedure for the words on row 5, except have them circle the letter that makes the final sound in each word.

4. trip fast kept clip plant
5. flat skin twig from stand

Section C: Sight Word Practice

Have students read the words in the box. Fill in the missing blank, using a word from the box. Encourage them to use best penmanship.

from  where  they  who

6. Where are you going today?
7. Who has kept eight plants from you?
8. They are going with me tomorrow.

*Send the Spelling List for Week Two home with students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.
Lesson 7: Blends

Section A: Find and Read Words with Consonant Blends

Read these words together, then have students read them with a partner, taking turns on each line. Students continue reading until you signal them to stop. Find the blends in each word; you show them how to do the first row, do the second row together as a class, the third row with a partner, and the last row student does by self.

Row 1: cramp spot splat skill trip
Row 2: strand press swift flat twig
Row 3: plop clip frog smog blast
Row 4: snip grass glass skin brand

Section B: Penmanship Practice

Encourage students to write using best penmanship, punctuation, and capitals. Dictate the following sentences. This can be used to assess spelling of sight words learned, as well as correct letter formation, and sentence structure.

5. They will clip the twig from the tree together.

6. She kept the one plant in a flat spot.

Section C: Sight Word Check

Have students practice reading the sight words; with a partner, alone, and then with an adult (if possible).

<table>
<thead>
<tr>
<th>said</th>
<th>together</th>
<th>tomorrow</th>
<th>where</th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
<td>who</td>
<td>what</td>
<td>one</td>
</tr>
<tr>
<td>four</td>
<td>today</td>
<td>eight</td>
<td>from</td>
</tr>
</tbody>
</table>
Lesson 8: Spelling with k and c

Section A:

Have students write the 5 vowels in order on their paper, using best penmanship. They can choose to write capitals or lowercase letters.

Aa  Ee  Ii  Oo  Uu

Section B: Words with c or k

Rule: 'c' is usually found before a, o, u, or any other consonant.

Fill in the missing letter for the following words together. Then read the words.

1. cob
2. crust
3. clap
4. scrub
5. kid
6. skip
7. sky
8. kelp

Have students do # 9-16 alone. Choose a 'c' or 'k' in the missing blanks. Then read the words.

9. skid
10. scab
11. cub
12. skit
13. cop
14. kept
15. skin
16. fact

Section C: Nonsense Words

Have students read the following nonsense words to self, then read to partner, then read as a class. Do one at a time.

17. spōb  18. skēt  19. kǐg  20. pǎx  21. rǎpt  22. čūv

Section D: Sight Word Practice

Have students read, spell, read these words with a partner.

do  to  four  love  of  said  they
Lesson 9: Syllable Division vc/cv Pattern

Section A: Coding Practice
Do the following words with your class as follows: You model to the class how to code the first row of words; the second row they do with a partner; and the third row the students do alone (‘I do, we do, you do’).

Row 1: traffic tablet problem velvet
Row 2: kitten insect basket sunset
Row 3: upset until muffin hiccup

*For the word “carrot”: The “a” does not really say the short a sound or the combination ar sound. For the purposes of this lesson, just code the “a” with a breve. Put a breve over the “o” in command as the schwa sound hasn’t been introduced.

Section B: Penmanship
Read the following sentence together as a class. Then have students trace over the letters. On the second line, students write the sentence again, using best penmanship.

4. *The shuttle will ascend into space.*

Section C: Short Story Comprehension
Have the students read the following story and answer the questions.

Hidden Twigs

The rabbit has hidden four twigs today. He will hide eight twigs from the garden tomorrow.

5. Where did the rabbit get his twigs?
The twigs are from the garden.

6. What did the rabbit hide? The rabbit hid twigs.

7. How many twigs did the rabbit hide in all? 4 + 8 = 12

*Note: Some words taken from the Reading Street Story, “Exploring Space”.*
Lesson 10: Assessment

Section A: Ask the students the following questions.

1. Write the five letters that are vowels. (a, e, i, o, u)  
   *2 pts for writing all 5 vowels

2. How many letters are there in the alphabet? (26) *2 pts

Section B: Say the following words and have students write the letter that makes the initial or final sound. *2 pts. per answer

3. Write the letter that makes the initial sound in: jet bag hop

4. Write the letter that makes the final sound in: tax hen lip

Section C: When choosing to use 'c' or 'k' in spelling a word, which three letters tell you to use the letter 'k'?

5. (e, i, y) *2pts each letter= 6 total

Section D: Have the students write the following words:

*2pts per word. Partial credit may be given for any correct sounds per teacher’s discretion.

6. den 7. glad 8. kit 9. lot 10. cup 11. he

Section E

12. What does a breve look like? ~ *2pts

13. What does a macron look like? - *2pts

Section F: Read and code the following words: *2pts each


Individually listen to each student read the sight words that have been introduced and use as a formative assessment. Record this assessment, so you’ll know which words students know automatically. Use Sight Words Assessment. *50pts.
Lesson 10: Assessment 1 Answer Key

A
1. a e i o u *2 pts

26 *2 pts

2 *2 pts

*4 pts (A)

B
3. j b h

4. x n p *12 pts (B)

C
5. e i y *6 pts (C)

D
6. den 7. glad 8. kit

9. lot 10. cup 11. he *12 pts(D)

E
12. 13. *4 pts (E)

F
14. go' 15. drum 16. me'

17. spin 18. plant 19. cat *12 pts (F)
Lesson 10: Sight Words Assessment

Directions: Have students read the following words. On the student scoresheet, mark words read incorrectly with an X. Each sight word is worth 2 points for a total of 50 points possible.

are  the
come  they
do  to
eight  today
four  together
from  tomorrow
have  two
into  was
love  what
of  where
one  who
said  you
some
Lesson 11: Digraph **ck**

**Section A:**

**Rule:** A digraph is two letters that come together to make one sound.

**Rule:** A word that ends with a /k/ sound after a short vowel is usually spelled with the letters ‘ck’.

Read, spell, read the following ‘ck’ words together. Then write them in alphabetical order, using best penmanship.

<table>
<thead>
<tr>
<th>Row 1:</th>
<th>rock</th>
<th>duck</th>
<th>shock</th>
<th>kick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 2:</td>
<td>back</td>
<td>neck</td>
<td>truck</td>
<td>peck</td>
</tr>
</tbody>
</table>

1. **back**
2. **duck**
3. **kick**
4. **neck**
5. **peck**
6. **rock**
7. **shock**
8. **truck**

**Section B:** Dictate the following sentence. Encourage students to use best penmanship, capitals, and punctuation.

9. **Where are the fresh chips?**

**Section C:** Have students read the words in the box with a partner.

<table>
<thead>
<tr>
<th>said</th>
<th>four</th>
<th>two</th>
<th>you</th>
<th>have</th>
<th>one</th>
</tr>
</thead>
<tbody>
<tr>
<td>snack</td>
<td>brick</td>
<td>deck</td>
<td>this</td>
<td>that</td>
<td>lock</td>
</tr>
</tbody>
</table>

*Optional: For further practice, you may want to have students code words with ‘ck’ in them. Hand out paper or use whiteboards. Have students write the word and then code it (with you, partner, or alone).

Send Spelling List Week 3 home with students. You can either have students write the words once in school or at home.
Lesson 12: Digraph **th, **th**

**Section A:** Read the words in the box together as a class. Then have the girls read row 1, boys read row 2, girls read row 3, and boys read row 4.

<table>
<thead>
<tr>
<th>Row 1:</th>
<th>this</th>
<th>that</th>
<th>thank</th>
<th>thin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 2:</td>
<td>than</td>
<td>path</td>
<td>with</td>
<td>the</td>
</tr>
<tr>
<td>Row 3:</td>
<td>cloth</td>
<td>thick</td>
<td>bath</td>
<td>then</td>
</tr>
<tr>
<td>Row 4:</td>
<td>moth</td>
<td>thrill</td>
<td>thump</td>
<td>them</td>
</tr>
</tbody>
</table>

**Section B:** Organize the words above into two groups. Have students write the words where the ‘th’ makes a voiced sound in one column. Write the words where the ‘th’ makes the unvoiced sound in another column. Model a few words as a teacher, then do a few words together as a class, and finally, have partners work together to finish the list.

**th words (voiced):**
- this
- that
- than
- the
- then
- them

**th words (unvoiced):**
- thank
- path
- cloth
- bath
- moth
- thrill
- thump

*Optional: For further practice, you may want to have students code the words in Section A, or choose your own words with ‘th’ in them. Hand out paper or use whiteboards. Have students write the word and then code it (with you, partner, or alone).

Note that “thank” doesn’t follow the rules learned so far (the “a” will need a macron).
Lesson 13: Digraph sh

Section A: Have students read the words in the box to a partner. Keep reading until you signal them to stop. Then read the words together.

- cash
- shed
- shrub
- ship
- trash
- shrimp
- fish
- dish
- shell
- brush

Section B: Have students write the word from the box above, that matches the picture. Use best penmanship.

1. fish
2. ship
3. shell
4. cash
5. dish
6. brush
7. trash
8. shrimp
9. shed
10. shrub
Section C: Have students read the following story and answer the questions using complete sentences and best penmanship.

**Fresh Shrimp**

I love to get on my ship and fish for fresh shrimp. Who will come fishing with me today? Can you come? I will meet you at the rock by the shed.

11. Where will they meet? **They will meet at the rock by the shed.**

12. What will they fish for? **They will fish for shrimp.**

13. When are they going fishing? **They are going fishing today.**

14. Do you like to eat fresh shrimp? **Yes, I do. / No, I don’t.** (answers will vary)

Section D: Have students read the nonsense words below with a partner, then read them as a class.

chax  blick  nuth  shob  thed
Lesson 14: Digraph ch, Part I

Section A: Review with the class the digraph coding learned this week (ck, th, th, sh, and ch). Read the words together. Code the following words; you model how to code row 1, do row 2 together, and student does row 3 alone.

Row 1: lĭck thĭn thĕm shŏck ĭnch
Row 2: trăck clŏth thāt shōt lūnch
Row 3: dŭck măth thĭs shĕd chĭp

Section B: Have students identify each picture below. Write the missing letters, using best penmanship, to complete each word. Then read the word.

chimp cherries cheese

lunch church chair

chain chick inch
Lesson 15: Sight Word Bingo Game

Teacher Instructions: Write the following words on the whiteboard OR project them using the document camera for students to copy. Have students copy words of their choice in random squares.

- have
- into
- from
- love
- together
- said
- some
- the
- they
- to
- two
- was
- what
- where
- who
- you
- are
- come
- do
- eight
- four
- one
- today
- of
- tomorrow

Play the game as many times as you’d like. *Hint: Put your copy in a sheet protector. As you call the words out, mark them off. Erase to play another game.

You may want to assess students again who had trouble with these sight words from Lesson 10 Assessment.
Lesson 16: Digraph \textit{ch} (/ch/, /k/, /sh/)

Section A: Read the following words one at a time; (think, pair, share)

\textit{Think} (give students a few seconds to read word to self)

\textit{Pair} (turn to partner and read word to each other)

\textit{Share} (at the teacher's signal, all students say the word out loud)


After reading each word, discuss what sound the 'ch' made.

*Suffix -s is boxed.

Section B:

Have students match the picture using the words from Section A. Then write the word using best penmanship on the line.

13. \textit{anchor} 14. \textit{chef}
Lesson 17: The Voiced s (s)

Section A: Rule: If the letter before the 's' is voiced, the 's' will make the /z/ sound.

Read the words together. Then read the words one at a time and discuss whether it’s a 'voiced' or 'unvoiced' (s) sound. If it’s a 'voiced' (s) sound, have students code the (s) with a voice line.

Row 1:   backs  pots  has  his  trips
Row 2:   picks  was  checks  lips  cans
Row 3:   runs  cats  rose  is  trucks

Section B: Have students write the words, from above, in the correct column below. Encourage best penmanship.

S (voiced)   S (unvoiced)

|   has   |   backs   |
|   his  |   pots   |
|   was  |   trips  |
|   runs  |   picks  |
|   rose  |   checks |
|   is   |   lips   |
|   cans  |   cats   |
|   trucks |         |

Optional: If you’d like to have students do more coding, you can have them code the words in Section A. Realize they haven’t learned how to code suffix -s or 'o consonant e'.
~Teacher Instructions~

Lesson 18: Combination er

Section A: Help students code the first word, and then have them code the other words with a partner or independently.

derm  fern  perch  her  under  butler

Section B: Have students read the sight words below. Boys read Row 1, girls read Row 2, and everyone reads row 3.

Row 1:  four  eight  together  you  come
Row 2:  where  some  tomorrow  have  love
Row 3:  today  into  who  said  they

Section C: Have the student read the sentence. Trace the letters in the sentence first. Then have students copy the sentence again, using best penmanship.

They had a perfect camping trip last summer.
Lesson 18 Continued

Section C: Have students read the following story and answer the questions. Encourage students to use best penmanship, correct punctuation, and capitals.

**Under the Summer Stars**

They will go camping tomorrow, as there was thunder today. They will pack a lantern, a slumber bag, and some crackers. Tomorrow will be a better day to sleep under the stars.

1. **When will they go camping?** They will go camping **tomorrow.**

2. **Where will they sleep?** They will sleep under the stars.

3. **Why will they go camping tomorrow, instead of today?** There was thunder today.

4. **What could you pack for a camping trip?** (answers will vary)

*Optional – You may want to have the students code any words from the sentence and the story that have the combination er in them.*

*Some words used were taken from Reading Street, “Henry and Mudge and the Starry Night”.*
Lesson 19: Combination **ir**

**Section A:** Have students read, spell, read the following words together.

Then code the words as follows: You code Row 1 words, students code Row 2 words with partner, and student codes Row 3 words alone.

Row 1: verb tender skirt first

Row 2: lantern herd birth chirp

Row 3: stern clerk third shirt

**Section B:** Have students fill in the missing letters. Choose **er** or **ir**.

4 5 6

skirt soccer hammer

7 8 9

bird girl fern

**Section C:** Have students use the word provided and write a sentence. Remind them to use best penmanship, capitals, and correct punctuation.

10. herd 11. dirt
Lesson 20: Assessment (Teacher Instructions)

Section A: Sounds

Say the following sounds and have students write the letter(s) that make(s) that sound.
(Words in parenthesis are for teacher reference only.)

1. ō (as in no)  
2. ch (as in chip)  
3. ā (apple)  
4. ē (eat)  
5. th (them)  
6. ŏ (hot)  
7. ŭ (under)  
8. ŭ (use)  
9. ě (elf)  
10. sh (shed)  
11. ā (tape)  
12. ĭ (ice)  
13. th (as in thin)  
14. ĭ (pig)

Section B: Choose ‘c’ or ‘k’

Say the following words to the students. Have them echo the word. Then students decide to fill in the blanks, using ‘c’ or ‘k.’

15. kiss  
16. kept  
17. clap  
18. kid  
19. cost  
20. crust

Section C: Coding

Have students code the following words.

21. rush  
22. math  
23. check  
24. this  
25. go

Section D: Sight Word Assessment (Summative)

Listen to students read the 25 sight words, using the Sight Word Assessment (same words tested as in Lesson 10, but in a different order). Lesson 10 was a formative assessment. Use your discretion as to which students still need to show they have mastered reading the sight words automatically. Put teacher copy of words in a sheet protector and have students read from that copy, while you mark the student copy with boxes.
Lesson 20: Sight Words Assessment (teacher copy)

Have students read each sight word below. Mark words read incorrectly with an x on the student sheet. Each sight word is worth 2 points for a total of 50 points possible.

four        the
they        two
do          to
eight       today
together    are
from        tomorrow
you          
come         into
love         some
what         of
one          where
said         have
who
Lesson 20: Assessment 2 - Answer Key

A Sounds (2 pts each = 28 points total)
1. o__
2. ch__
3. a__
4. _e__
5. th__
6. o__
7. u__
8. u__
9. e__
10. sh__
11. a__
12. i__
13. th__
14. i__

B Choose 'c' or 'k' (2 points each = 12 points total)
15. kiss
16. kept
17. clap
18. kid
19. cost
20. crust

C Coding (2 points each = 10 points total)
21. rūsh
22. māth
23. chēck
24. thīs
25. gō'

D Sight Words (tested on a separate page) (2 points each = 50 points total)
~Teacher Instructions~

Lesson 21: Combination ur

Section A: Alphabetical Order

Do the following together. “Read, spell, read” the words. Put the words in alphabetical order using best penmanship. Optional: Code the words.

<table>
<thead>
<tr>
<th>turn</th>
<th>burn</th>
<th>hurt</th>
<th>church</th>
<th>fur</th>
<th>spurt</th>
<th>murmur</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>burn</em>_</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><em>church</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><em>fur</em>_</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><em>hurt</em>_</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><em>murmur</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td><em>spurt</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td><em>turn</em>_</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section B: k, c || ck

Rule: ’c’ is usually found before a, o, u, or any other consonant.

Rule: ’k’ is usually found before e, i, or y.

Rule ’ck’: A word that ends with a /k/ sound after a short vowel is usually spelled with the letters ’ck’.

Review the rules above with the students. Fill in the missing blanks with ck, k, or c: You do Row 1, partners do Row 2, and students do Row 3 alone.

Row 1: black  cost  cart

Row 2: kept  pluck  kitchen

Row 3: crush  kind  clock
Section C: Sight Word Practice

Have students practice the sight words below with a partner. Students take turns reading, spelling, and reading word again. Have students mark the boxes with a check when the student completes each word.

<table>
<thead>
<tr>
<th>Sight Word</th>
<th>Read</th>
<th>Spell</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
<td>☐</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>said</td>
<td>☐</td>
<td>one</td>
<td>☐</td>
</tr>
<tr>
<td>together</td>
<td>☐</td>
<td>was</td>
<td>☐</td>
</tr>
<tr>
<td>what</td>
<td>☐</td>
<td>are</td>
<td>☐</td>
</tr>
<tr>
<td>eight</td>
<td>☐</td>
<td>love</td>
<td>☐</td>
</tr>
<tr>
<td>of</td>
<td>☐</td>
<td>four</td>
<td>☐</td>
</tr>
<tr>
<td>two</td>
<td>☐</td>
<td>today</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Send Spelling List Week 5 home with students. Students can practice writing the words at school or at home.*
Lesson 22: Combination qu

Section A: Read the following qu words together. Review the coding instructions and have the students code the following qu words:

1. quest  2. quiz  3. squid  4. quick  5. squint  6. quack

Section B: Reviewing Blends

First read the words in the table together. Do #7 and #8 together matching the picture and word with the riddle. Have the students write the words on the line using best penmanship. Student will complete the remaining ones alone.

<table>
<thead>
<tr>
<th>sled</th>
<th>clam</th>
<th>star</th>
</tr>
</thead>
<tbody>
<tr>
<td>grass</td>
<td>glass</td>
<td>swim</td>
</tr>
</tbody>
</table>

7. This is an ocean animal. What word is it? clam

8. You can see this in the sky. What word is it? star

9. You can drink from this. What word is it? glass

10. You can mow this. What word is it? grass

11. You can play in the snow with this. What word is it? sled

12. You can do this in a pool. What word is it? swim
~Teacher Instructions~

Lesson 22 Continued

Section C: ★ Challenge: Can you read and code the nonsense words below?

blŏst  grĭb  slĭt  grăp  quĭst  plurt

Section D: Sentences

Have students write complete sentences, using the word that's provided.

13. quest  14. quit  15. quiz
Lesson 23: Combination ar (/ar/ sound)

**Section A:** Have students complete each sentence with a combination 'ar' word, using best penmanship. Do the first sentence together.

1. The pirate has a _____ scar on his _____ arm _____.
   - starch tar scar
   - arm hard market

2. Mark will get a _____ cart _____ tomorrow.
   - far cart smart

3. Barb will work in the _____ yard _____ today.
   - yard arm spark

4. The black forks are _____ sharp _____.
   - march bar sharp

5. One _____ shark _____ has eight sharp teeth.
   - dark shark barn

**Section B: Sight Word Practice**

Have students read the words in the box. Then write the missing letter(s) in the blank(s).

<table>
<thead>
<tr>
<th>into</th>
<th>love</th>
<th>one</th>
<th>said</th>
<th>today</th>
<th>where</th>
<th>two</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. where</td>
<td>9. int o</td>
<td>12. t w o</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. l o ve</td>
<td>10. on e</td>
<td>13. s ai d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. t o d ay</td>
<td>11. th ey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggestion: Have students take favorite sentence from Section A and illustrate it on the back of worksheet.
~Teacher Instructions~

Lesson 24: Combination ar (/er/ sound)

Section A: Sound Review (quick assessment)

Dictate each word, use it in a sentence, and say the word again. Students will write the word that is dictated. Students will write one letter in each box. This can assess whether students know the sound(s) that have been taught in previous lessons.

1. quick (Angela was quick to write the word her teacher read.)
2. cloth (She used a cloth to clean up the spilled milk.)
3. sharp (The scissors were sharp.)
4. under (He went under his desk during the earthquake drill.)
5. chirp (The bird liked to chirp every morning.)
6. burn (The paper will burn quickly in the campfire.)
7. this (I know this is your favorite worksheet.)

Section B: Have students read, spell, read the following words together. Then code the words as follows: You code Row 1 words, students code Row 2 words with partner, and student codes Row 3 words alone.

Row 1: pillar  col lar  tar tar
Row 2: buz zar d  mus tard  bliz zar d
Row 3: dol lar  che dar  beg gar

Section C: Have students read the words in the box either alone or with a partner.

<table>
<thead>
<tr>
<th>*harsh</th>
<th>nectar</th>
<th>sharp</th>
<th>lizard</th>
<th>large</th>
<th>hard</th>
</tr>
</thead>
</table>

*These words are from the Reading Street story, "A Walk in the Desert". Both 'ar' sounds are represented above: /ar/ and /er/.
Lesson 25: Review

Section A: Initial, Medial, and Final Sounds

Do this activity together. Say the name of each picture, then instruct the students to circle whether the target sound is in the initial, medial, or final position (the target sound is indicated above each picture: fish, bench, shell, moth, bed, bat).

<table>
<thead>
<tr>
<th>í</th>
<th>ch</th>
<th>sh</th>
<th>th</th>
<th>ĕ</th>
<th>ā</th>
</tr>
</thead>
<tbody>
<tr>
<td>ñ</td>
<td>ñ</td>
<td>ñ</td>
<td>ñ</td>
<td>ñ</td>
<td>ñ</td>
</tr>
</tbody>
</table>

Section B: Word Search

Project your copy and do a few of these words together. Then have students complete the rest (either with a partner or alone).

bird  burn
cart  clerk
dark  first
herd  hurt
shark  skirt
squid  quack
murmur

Phonics Grade 2

CCSD 2014
Lesson 26: Combination or (Part 1)

Section A

Read the words in the box together and discuss the meaning of any word unfamiliar to students. Fill in the blanks with a word from the box, using best penmanship.

The Horrid Hornet

This is a short story about a horrid hornet. The hornet made a nest in the corner of my porch. If the hornet gets near my horse, it will torment him.

Section B: Combination Review

Have students read each word in the box. Look at the combination and write each word in the correct box. Do a few together, then have students complete the remaining words.

<table>
<thead>
<tr>
<th>chart</th>
<th>marsh</th>
</tr>
</thead>
<tbody>
<tr>
<td>blurt</td>
<td>swirl</td>
</tr>
<tr>
<td>stern</td>
<td>her</td>
</tr>
<tr>
<td>park</td>
<td>butter</td>
</tr>
<tr>
<td>perfect</td>
<td>burst</td>
</tr>
<tr>
<td>curl</td>
<td>twirl</td>
</tr>
<tr>
<td>thirst</td>
<td>harp</td>
</tr>
<tr>
<td>turn</td>
<td>firm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ar</th>
<th>ir</th>
</tr>
</thead>
<tbody>
<tr>
<td>chart</td>
<td>swirl</td>
</tr>
<tr>
<td>marsh</td>
<td>twirl</td>
</tr>
<tr>
<td>park</td>
<td>thirst</td>
</tr>
<tr>
<td>harp</td>
<td>firm</td>
</tr>
<tr>
<td>stern</td>
<td>blurt</td>
</tr>
<tr>
<td>her</td>
<td>curl</td>
</tr>
<tr>
<td>perfect</td>
<td>burst</td>
</tr>
<tr>
<td>butter</td>
<td>turn</td>
</tr>
</tbody>
</table>

*Send Spelling List Week 6 home with students. Students can write the words at school or home.*
Lesson 27: Combination or (Part 2)

Section A: Word Reading

Read the words in the box together as a class. Then have the girls read row 1, boys read row 2, girls read row 3, and boys read row 4.

<table>
<thead>
<tr>
<th>Row 1:</th>
<th>thorn</th>
<th>word</th>
<th>north</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 2:</td>
<td>world</td>
<td>porch</td>
<td>hornet</td>
</tr>
<tr>
<td>Row 3:</td>
<td>worm</td>
<td>doctor</td>
<td>actor</td>
</tr>
<tr>
<td>Row 4:</td>
<td>harbor</td>
<td>work</td>
<td>worth</td>
</tr>
</tbody>
</table>

Section B: Penmanship Practice

Dictate the following sentences. Have students write using best penmanship.

5. When will you whisper?
6. They have four worms.

Section C: Nonsense Words

Have students use the “Think, pair, share” strategy to read the following words.

quid starf forp worb char|zor

Section D: Coding

Have students code the nonsense words in the box on Section C
~Teacher Instructions~

Lesson 28: Combination \(\text{wh}\)

**Section A**

Have students read the words in the box; you read the words as the students follow, then have students read with partners, and finally students read the words alone (‘I do, we do, you do’).

<table>
<thead>
<tr>
<th>Row 1:</th>
<th>whale</th>
<th>whisper</th>
<th>whip</th>
<th>whisk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 2:</td>
<td>whirl</td>
<td>whack</td>
<td>when</td>
<td>whim</td>
</tr>
<tr>
<td>Row 3:</td>
<td>which</td>
<td>whiff</td>
<td>whistle</td>
<td>whiz</td>
</tr>
</tbody>
</table>

**Section B: Rhyme Time**

Model words that rhyme for the class, if needed (use other words not listed above). Read the word in the first column that describes the ‘wh’ word. Then read the second column to find the rhyming word in the box above. Have students write the answer in the third column, using best penmanship. Do the first one together.

<table>
<thead>
<tr>
<th>train sound</th>
<th>rhymes with missile</th>
<th>4. whistle</th>
</tr>
</thead>
<tbody>
<tr>
<td>ocean animal</td>
<td>rhymes with tail</td>
<td>5. whale</td>
</tr>
<tr>
<td>to chop</td>
<td>rhymes with track</td>
<td>6. whack</td>
</tr>
<tr>
<td>a little smell</td>
<td>rhymes with stiff</td>
<td>7. whiff</td>
</tr>
<tr>
<td>cowboy tool</td>
<td>rhymes with ship</td>
<td>8. whip</td>
</tr>
</tbody>
</table>

**Section C: Coding (optional)**

Have students code the words in Section A. Note: \text{whistle} and \text{whale} have rules that haven’t been taught yet. Code the \text{a} in \text{what} even though it doesn’t say \text{ǎ}. You could code these together as a class or skip these three.

<table>
<thead>
<tr>
<th>\text{whale}</th>
<th>\text{whisper}</th>
<th>\text{whip}</th>
<th>\text{whisk}</th>
</tr>
</thead>
<tbody>
<tr>
<td>\text{whirl}</td>
<td>\text{whack}</td>
<td>\text{when}</td>
<td>\text{whim}</td>
</tr>
<tr>
<td>\text{which}</td>
<td>\text{whiff}</td>
<td>\text{whistle}</td>
<td>\text{whiz}</td>
</tr>
</tbody>
</table>
Lesson 29: Contractions

Section A: Read the words in column 1 together. Find the match in column 2 and draw a line to it. Do the first two as a class, the next two with a partner, and the last two alone.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. can’t</td>
<td>she will</td>
</tr>
<tr>
<td>2. who’s</td>
<td>they are</td>
</tr>
<tr>
<td>3. they’re</td>
<td>can not</td>
</tr>
<tr>
<td>4. haven’t</td>
<td>I am</td>
</tr>
<tr>
<td>5. she’ll</td>
<td>who is</td>
</tr>
<tr>
<td>6. I’m</td>
<td>have not</td>
</tr>
</tbody>
</table>

Section B: Have the students read the sentences. Find the contraction that has the same meaning as the two words that are underlined. Circle the correct answer.

1. She would like to be a doctor. shed she’ll she’d
2. We will sit on the north porch. we’ll we’d will
3. Let us go into the hot desert. let’s let’s lot’s
4. We are running from a black hornet. were we’re we’s
5. Do not eat the thick worm! don’t didn’t do’n t
6. They have fed eight chicks. they’ve they’ve they’ve

Section C: Sight Word Practice

Have students practice the sight words below with a partner. Students take turns reading, spelling, and reading word again. Have partners mark the boxes with a check when the student completes each word.

<table>
<thead>
<tr>
<th>Read, Spell, Read</th>
<th>Read, Spell, Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>from</td>
<td>they</td>
</tr>
<tr>
<td>tomorrow</td>
<td>come</td>
</tr>
<tr>
<td>you</td>
<td>where</td>
</tr>
<tr>
<td>into</td>
<td>have</td>
</tr>
</tbody>
</table>
Lesson 30: Assessment 3

Section A: k, c \| ck

**Rule:** 'c' is usually found before a, o, u, or any other consonant.

**Rule:** 'k' is usually found before e, i, or y.

**Rule 'ck':** A word that ends with a /k/ sound after a short vowel is usually spelled with the letters 'ck'.

Say the word. Have students choose whether to use 'c', 'k', or 'ck' to complete each word. Write the letters on the line. *5 points each

1. trick
2. cop
3. black
4. sky
5. stuck
6. clamp
7. kiss
8. kept
9. scar
10. skit

Section B: Sounds and Sight Words

Say each word, use it in a sentence, and then repeat the word. Have the students write the word, using best penmanship. This will assess whether students know what letter(s) make the sounds that have been learned. (A sentence is provided for you if needed).

*5 points per word. Partial credit may be given for any correct sounds at teacher's discretion.

11. barber (The barber cut my hair too short.)
12. quick (The rabbit was quick.)
13. curl (I had to curl my hair for picture day.)
14. stir (We need to stir the punch.)
15. church (The church was made of brick.)
16. third (He came in third place.)
17. sharp (The knife was sharp.)
18. quest (The king went on a quest.)
19. they (I think they are cool.)
20. said (The teacher said, "You're smart!")
Lesson 30: Assessment 3 (Answer Key)

A  

1. trick  
2. cop  
3. black  
4. sky  
5. stuck  
6. clamp  
7. kiss  
8. kept  
9. scar  
10. skit 

50 pts.

Write the word your teacher dictates, using BEST penmanship.

11. barber  
12. quick  
13. curl  
14. stir  
15. church  
16. third  
17. sharp  
18. quest  
19. they  
20. said  

50 pts.
Lesson 31: Sight Words, Part 1

Section A:

Rule: If the letter before the 's' is voiced, the 's' will make the /z/ sound.

Review the rule above. Read each sentence. Find the word(s) in the sentence that have the voiced or unvoiced /s/ in the final position. Circle and code those word(s). Do the first two together, the next two with a partner, and the student does the last two alone. Words underlined are the answers to Section C.

1. There is dirt on your silver slipper.
2. Your kind dad farms corn.
3. Could they park his car in their yard?
4. His quick colt runs in the grass.
5. Their wild dog barks.
6. She twirls the soccer ball.

Section B: Sight Word Practice

Read, spell, read the words in the box together as a class or with a partner.

<table>
<thead>
<tr>
<th>could</th>
<th>don't</th>
<th>should</th>
<th>something</th>
<th>their</th>
</tr>
</thead>
<tbody>
<tr>
<td>there</td>
<td>were</td>
<td>won't</td>
<td>would</td>
<td>your</td>
</tr>
</tbody>
</table>

Section C: Have students underline the new sight words (from the box above) in the sentences on Section A with a crayon. Then have students choose some words from the box to write in sentences. Encourage students to use correct punctuation, capitalization, and best penmanship.

*Send the Spelling List for Week Seven home with students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.*
Lesson 32: “Wild Colt” Words

Section A: Rhyme Time (Word Families)

Choose one of the following lists to do together as a class. Read the list of words. Then think of two more words that fit the word family pattern. Write the words on the lines using best penmanship. Have students complete the remaining lists alone.

- old words  - ind words  - olt words

gold  blind  volt
bold  grind  jolt
mold  bind  molt
sold  find  colt
told  mind  bolt

1-6: Words will vary

Section B:

Have students read the words. Then students can write sentences, using their best penmanship. Do as many as time allows. Ask students what sentences begin and end with. As students are writing, you can monitor and assess.

<table>
<thead>
<tr>
<th>bark</th>
<th>colt</th>
<th>child</th>
<th>wild</th>
<th>told</th>
</tr>
</thead>
<tbody>
<tr>
<td>farm</td>
<td>find</td>
<td>were</td>
<td>don’t</td>
<td>should</td>
</tr>
</tbody>
</table>
Lesson 33: Suffixes -ed, -ing, -less, -s

Section A: Suffix -ed words

Review the three sounds that -ed makes ('t', 'd', 'ed'). Choose a method to read the following words as a class (odd/even student number, boy/girl, etc.). Next have students underline the word in the color as indicated:

- blue: words where -ed makes the 'd' sound
- red: words where -ed makes the 't' sound
- green: words where -ed makes the 'ed' sound

<table>
<thead>
<tr>
<th>farmed</th>
<th>helped</th>
<th>rested</th>
<th>parked</th>
<th>jumped</th>
</tr>
</thead>
<tbody>
<tr>
<td>rolled</td>
<td>hunted</td>
<td>milked</td>
<td>smelled</td>
<td>started</td>
</tr>
</tbody>
</table>

Go over the answers when students are finished.

Section B: Coding

Have students code the following words.

1. help’ing
2. rest’less
3. chipp’ing
4. child’less
5. harm’less
6. worm’s
7. pick’ing
8. ship’s
9. farm’s
10. bat’s
Lesson 34: Floss Rule

**Rule:** If a one-syllable root word has a short vowel sound, and is followed by the sound /f/, /l/, or /s/, it’s usually spelled ff, ll, or ss.

**Section A: Alphabetical Order**

Have students read the words below on your signal (e.g. snap, clap, thumbs up, etc.). Alphabetize the words one row at a time: do the first row together, do the second row with a partner, and then have the students do the third row alone. Students should write the words on the lines using **best** penmanship.

Row 1:  fill  class  kiss

Row 2:  gruff  off  hill

Row 3:  dress  press  cliff

4:  class  fill  kiss

5:  gruff  hill  off

6:  cliff  dress  press

**Section B: Nonsense Words**

Have students practice the nonsense words below. (Think-Pair-Share)

zīld  sōlt  nōld  chāss  shīff  thīll  völding
A Whiff of a Skunk!

One day the gruff farmer went hunting with his four barking dogs. They smelled a skunk. It was wild and started to fluff his tail. They smelled something bad. The farmer yelled, “Let’s go!”

7. What did the farmer smell? **He smelled a skunk.**

8. What did the farmer yell? **He yelled, “Let’s go!”**

9. How many dogs did the farmer have? **He has four dogs.**

10. Where do you think the farmer went after they smelled the skunk? **Answers will vary.**
~Teacher Instructions~

Lesson 35:  Review

Section A: Dictation (Review Sounds)

Say the following words to the students.  Have them write the missing letters on the lines using best penmanship.

1. doctor  8. chest
2. whip  9. hornet
3. quiz  10. lunch
4. orbit  11. card
5. garden  12. whisk
6. when  13. rash
7. corner  14. tractor

Section B "Climb and Slide"

Have the students play "Climb and Slide".  This is a game where two or more people can play.

Items Needed: One die, different colored markers for each player, and one game page. (If you have a die that has only 1's, 2's, and 3's on it, that would allow the students to play for a longer time.)

Directions: Roll a die. Move your marker that many spaces. Read the word. If you're correct, you can stay there. If you're not correct, go back to the place you were on. If you land on a ladder, then climb up. If you land on a slide, go down the slide. The first one to reach the 'End' is the winner!  Play the game again!
## CLIMB AND SLIDE

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>26</th>
<th>27</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>born</td>
<td>whisk</td>
<td>she'll</td>
<td>tractor</td>
<td>skill</td>
<td>wild</td>
<td>could</td>
<td>let's</td>
<td>press</td>
<td>mirror</td>
<td>won't</td>
<td>actor</td>
<td>something</td>
<td>gold</td>
<td>bluff</td>
<td>don't</td>
<td>mess</td>
<td>mind</td>
<td>torch</td>
<td>28</td>
<td>27</td>
<td>26</td>
<td>25</td>
<td>24</td>
<td>23</td>
<td>22</td>
<td>21</td>
<td>20</td>
</tr>
</tbody>
</table>

---

Start: born
End: torch
~Teacher Instructions~

Saxon Lesson 36: The Rule v-ε

Rule: An ‘e’ on the end of a word is usually silent and makes the vowel long. The ‘e’ can only be one sound away from the vowel; if it is more than one sound away, this rule won’t work.

Section A: Have students read the following words; read together as a class on your signal (snap, clap, etc.). Read the words a second time: girls read one column, boys read the next column, etc. Optional: Read the lists a third time, if needed.

Section B: Word Search

Have students complete the word search using the words above with a partner. Students can check off the words as they find them. This is an optional activity.

S H I N E S X N H B T H E M E W M B P K
Q A W H A L E U E F I U S E Q U P E E E
B T C F S X T H O L E P K E I A C K T N
T T O O I J K F W V D I V B E A Q U E G
L U H I N R K Q I N R O S R D F L A T E
N Q B E S C E H W T R S S B Q F L S Q U
M D G E S S R S S D C P R L N W A H K P
J Y E D X E A E F A W O G I A G W A J T
Z E N N J C U T E E R E S O J O F E O U
Some of the words in Section A are from the Reading Street story, “The Strongest One”.

Optional: You can have students code words from Section A.

Send the Spelling List for Week 8 home with students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.
Lesson 37: Digraph oo

Rule: There are two sounds for the digraph oo: oo as in moon and oo as in good.

Section A

Follow the directions below to change the word 'took' into 'food'. Do the first three together, the next three with a partner, and the last two alone. Say the new word after they are written in best penmanship.

1. Begin with took. took

2. Change t to b. book

3. Change k to t. boot

4. Change b to h. hoot

5. Change t to k. hook

6. Change k to d. hood

7. Change h to g. good

8. Change g to f. food
Lesson 37 Continued

Section B: Sentence Completion

Have students read the following words and finish the sentences, using **best** penmanship.

<table>
<thead>
<tr>
<th>oo as in moon</th>
<th>oo as in good</th>
</tr>
</thead>
<tbody>
<tr>
<td>roof</td>
<td>hook</td>
</tr>
<tr>
<td>broom</td>
<td>shook</td>
</tr>
<tr>
<td>scoop</td>
<td>stood</td>
</tr>
<tr>
<td>groom</td>
<td>foot</td>
</tr>
<tr>
<td>cool</td>
<td>brook</td>
</tr>
<tr>
<td>zoo</td>
<td>wood</td>
</tr>
</tbody>
</table>

9. The witch rode her **broom** in the sky by the moon.

10. The bride and **groom** are late.

11. Put the dress and shirt on the **hook** in the hall.

12. Ride the rubber tube in the cool **brook**.

Have students choose one of the sentences from above to illustrate.
Lesson 38: Digraph ēe

Section A

Have the students read the story below. Using a crayon, circle the ‘ee’ words. See if they can find all 28 of them!

The Sweet Jeep

The three sheep went for a ride in a sweet jeep. One was at the wheel and two were in a deep sleep. A deer was fleeing from the queen bee and didn’t see the jeep. Beep, beep went the horn! It was hard to keep the jeep from veering over the steep cliff. One sheep turned the wheel and crashed into a green pine tree! This woke the two sleeping sheep and they began to weep. It was just a dream!

Section B: Rhyme Time

Have students read the word that’s given and write three real words that rhyme with it. Students need to write words with ‘ee’ in them.

1. creep (Words will vary, but may include: deep, sleep, sheep, jeep, beep, keep, etc.)
2. deed (Words will vary, but may include: weed, seed, need, bleed, feed, greed, etc.)
3. tree (Words will vary, but may include: fee, see, flee, bee, knee, free, etc.)

Section C: Alphabetical Order

Have students alphabetize the following words alone. This can be used as an assessment to see if students can do this without help.

your fire there pool concrete

4. concrete 6. fire 8. pool
5. there 7. your
Lesson 39: Spelling with 'ck' and 'k'

**Rule 'k':** A word that ends with a /k/ sound after a vowel digraph or a consonant is usually spelled with 'k'.

**Rule 'ck':** A word that ends with a /k/ sound after a short vowel is usually spelled with letters 'ck'.

**Section A:**

Have students complete the word using 'ck' or 'k' according to the rules.

1. něck 3. hook 5. crook 7. trūck
2. dark 4. slīck 6. quāck 8. hōnk

**Section B: Dictation**

Say the following words, one at a time. Use the word in a sentence, and say the word again. Have students write the word in best penmanship.

9. ——— bark ——— 13. ——— clock ———
10. ——— milk ——— 14. ——— fork ———
11. ——— shack ——— 15. ——— lick ———
12. ——— duck ——— 16. ——— brook ———
Section C: Contraction Review

Have students make the contraction word. An example for each is given. Use the example to help. Do an example on the whiteboard, using a different one than one given below.

18. we will = we’ll 
   she will = ___ she’ll ___

19. they are = they’re 
   you are = ___ you’re ___

20. I would = I’d 
   he would = ___ he’d ___

21. had not = hadn’t 
   was not = ___ wasn’t ___

22. I have = I’ve 
   they have = ___ they’ve ___

23. she is = she’s 
   it is = ___ it’s ___

24. you will = you’ll 
   I will = ___ I’ll ___

25. they would = they’d 
   she would = ___ she’d ___
Lesson 40: Assessment

Listen to individual students read the following sounds/sight words to assess whether they know them. Use Isolated Sound/Sight Word Assessment to record. On the student score sheet, mark sounds or words read incorrectly with an X. Each answer is worth 4 points. There are 100 points possible on this assessment.

Section A: Isolated Sounds

1. ir
2. ch (as in chop)
3. er
4. sh
5. ck
6. ar
7. qu
8. wh
9. or (as in corn)
10. s (as in “has”)
11. s
12. th (as in feather)
13. th (as in thimble)
14. ur

Section B: Sight Word Assessment (Formative)

15. could
16. your
17. something
18. won’t
19. their
20. where
21. should
22. would
23. there
24. were
25. don’t
Lesson 41: Sight Words, Part 2

Section A: Review Digraph oo

Have the students read the sentences below. Circle the two words in each sentence that have digraph ‘oo’. Write the word that has the ‘oo’ sound like moon, in the column underneath ‘moon’. Write the word that has the ‘oo’ sound like book, in the column underneath ‘book’. Do the first one together.

1. Jane stood on the green broom.

2. I’ll use a gold spoon when I cook corn.

3. The slender bride will look at the groom.

4. Mike put his foot in his old boot.

5. They sat next to the cool brook.

Section B: Sight Word Practice: Have students read the sight words in the box; you read the words as they follow, read the words together as a class, and students read words with partner (‘I do, we do, you do’). Then have students write in the missing letters, using the words in the box as a guide.

<table>
<thead>
<tr>
<th>been</th>
<th>bush</th>
<th>does</th>
<th>full</th>
<th>goes</th>
</tr>
</thead>
<tbody>
<tr>
<td>pull</td>
<td>put</td>
<td>says</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. push
7. does
8. goes
9. full
10. pull
11. bush
12. says
13. put
14. been
15. want

*Send the Spelling List for Week 9 home with students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.
Lesson 42: Final, Stable Syllable -[ble]'

Section A: Read and Code

Read the words in the box below; boys read Row 1, girls read Row 2, boys read Row 3, and girls read Row 4. Then code the words; Row 1 together, Row 2 with a partner, and the rest code as individuals. You may need to explain what some words mean.

|------------|-----------|-------------|---------|-----------|

Section B: Suffix Review (-ing, -ed, -s)

Have students read the following story. Then find the words in the story with these suffixes. Box the suffix and write the word in the correct columns below.

Drake and Rose

Drake and Rose were two farmers. Drake worked hard planting corn seeds in June. When the plants were formed, he pulled the bad, mustard weeds. Rose chopped wood keeping her hands on the ax handle. She stacked the wood and made a fire to cook dinner.
### Suffix –s
- farmers
- seeds
- plants
- weeds
- hands

### Suffix –ing
- planting
- keeping
- plants
- weeds
- hands

### Suffix –ed
- worked
- formed
- pulled
- chopped
- stacked

Note: 'Farmers' has two suffixes, but suffix -er hasn't been introduced. Some of these words are from the Reading Street story, *Abraham Lincoln*.
~Teacher Instructions~

Lesson 43: Final, Stable Syllables

Section A

Have students read the words in the box: You read the word as the student follows along with his/her finger. Then the student echo reads the word back. Explain any word your students don’t know the meaning of.

<table>
<thead>
<tr>
<th>marble</th>
<th>dribble</th>
<th>ruffle</th>
<th>dimple</th>
</tr>
</thead>
<tbody>
<tr>
<td>trample</td>
<td>kettle</td>
<td>startle</td>
<td>tackle</td>
</tr>
<tr>
<td>dazzle</td>
<td>snuffle</td>
<td>apple</td>
<td>hassle</td>
</tr>
<tr>
<td>puzzle</td>
<td>tumble</td>
<td>paddle</td>
<td>saddle</td>
</tr>
<tr>
<td>uncle</td>
<td>bugle</td>
<td>candle</td>
<td>juggle</td>
</tr>
</tbody>
</table>

Section B: Picture Match

Choose a word from the box above that matches the picture. Write the word on the line using best penmanship.

<table>
<thead>
<tr>
<th>candle</th>
<th>kettle</th>
<th>puzzle</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>marble</td>
<td>bugle</td>
</tr>
<tr>
<td>saddle</td>
<td>paddle</td>
<td>juggle</td>
</tr>
</tbody>
</table>
Lesson 44: Compound Words

Section A:

Have students read the word. Write the two words that make up the compound word, using best penmanship.

1. beehive
   ___________  ___________
   bee         hive

2. cupcake
   ___________  ___________
   cup         cake

3. footprint
   ___________  ___________
   foot        print

4. someone
   ___________  ___________
   some        one

5. firewood
   ___________  ___________
   fire        wood

6. everyone
   ___________  ___________
   every       one

7. rattlesnake
   ___________  ___________
   rattle      snake

8. toothbrush
   ___________  ___________
   tooth       brush
~Teacher Instructions~

Lesson 44 Continued

Section B: Compound Challenge

Have the students combine two words in each sentence to make a compound word that answers the riddle. Write the new word, using best penmanship.

9. A room for lunch.  
   **lunchroom**

10. A pole for a flag.  
    **flagpole**

11. A fire at camp.  
    **campfire**

12. A print made by a foot.  
    **footprint**

Section C: Wild Colt Word Review

Have students read the words in the box with a partner. Find and circle the words in the word search. This is an optional activity.

<table>
<thead>
<tr>
<th>mind</th>
<th>sold</th>
<th>post</th>
<th>find</th>
<th>child</th>
</tr>
</thead>
<tbody>
<tr>
<td>colt</td>
<td>fold</td>
<td>wild</td>
<td>roll</td>
<td>wind</td>
</tr>
</tbody>
</table>

Phonics Grade 2  
CCSD 2014
Lesson 45: Review Sight Words

Section A:

Read the words in the box; you read as the students follow, read the words as a class, and students read words with a partner ('I do, we do, you do'). Then have students write the words in alphabetical order together, using best penmanship.

<table>
<thead>
<tr>
<th>been</th>
<th>push</th>
<th>should</th>
<th>were</th>
<th>your</th>
</tr>
</thead>
<tbody>
<tr>
<td>goes</td>
<td>their</td>
<td>does</td>
<td>could</td>
<td>full</td>
</tr>
</tbody>
</table>

1. been
2. could
3. does
4. full
5. goes
6. push
7. should
8. their
9. were
10. your
~Teacher Instructions~

Section B: Busy Bee Game (Sight Word Review)

Items Needed: Die (numbered 1, 2, 3), One marker per player, 1 game page

Directions: Help the bee get to the hive by reading the words through the flowers.

Decide who starts. Roll die and move marker that many spaces. Read the word on the flower. If the word is read correctly, stay on that flower. If the word is not read correctly, go back to the flower you were on. The first person to the hive is the winner. Play the game again with your partner when you finish.
Lesson 46: Spelling with ‘ke’ and ‘ve’

Section A: Final ‘k’ sound; (ck, k, or ke)

Rule ‘ck’: A word that ends with a /k/ sound after a short vowel is usually spelled with letters ‘ck’.

Rule ‘k’: A word that ends with a /k/ sound after a vowel digraph or a consonant is usually spelled with ‘k’.

Rule ‘ke’: A word that ends with a /k/ sound after a long vowel is usually spelled with letters ‘ke’.

Have students complete the word using ‘ck’, ‘k’, or ‘ke’ according to the rules.
Suggestion: Do some together, some with a partner, and some alone.

1. mĭlk
2. bīke
3. pork
4. clŏck
5. jōke
6. brĭck
7. rāke
8. trīck
9. smōke

Section B: Final ‘v’ sound; (v or ve)

Rule ‘ve’: A word that ends with a /v/ sound is usually spelled with the letters ‘ve’.

Rule ‘v’: A word that has a /v/ sound in any other position is usually spelled with ‘v’.

Have students complete the word using ‘v’ or ‘ve’ according to the rules.
Suggestion: Do some together, some with a partner, and some alone.

10. hive
11. mo ve
12. verb
13. invite
14. fi ve
15. vet
16. dro ve
17. vine
18. harvest

*Send Spelling List Week 10 home with students. You can either have students write the words once in school or at home.
Lesson 47: Vowel  \( \ddot{y} \)  /i/  

Section A

Have students read the words below; read Row 1 together as a class, Row 2 with a partner, and student reads Row 3 alone.

**Row 1:**  yolk  forty  \( \text{try} \)  says  
**Row 2:**  \( \text{cry} \)  your  today  \( \text{shy} \)  
**Row 3:**  they  \( \text{fly} \)  yarn  silly  

Section B

Have students circle and code the words from above where the ‘y’ says the /i/ sound. Then write a sentence for each word that was circled, using correct punctuation, capitalization, and best penmanship.

4. (cry) **sentences will vary**

5. (try) **sentences will vary**

6. (fly) **sentences will vary**

7. (shy) **sentences will vary**

Section C: Review

Have students read and code the words in the box.

<table>
<thead>
<tr>
<th>bīke</th>
<th>free</th>
<th>ūse</th>
<th>sh ŭgp</th>
<th>jōke</th>
</tr>
</thead>
<tbody>
<tr>
<td>thēse</td>
<td>quēen</td>
<td>ch ĕek</td>
<td>fĭvē</td>
<td>cāke</td>
</tr>
</tbody>
</table>
Lesson 48: Vowel y /e/

Section A: Dictation

Dictate the following words. These words have sounds that have been introduced previously and will be tested in lesson 50. Review if necessary.

1. deep  6. folded
2. gloom  7. helped
3. shook  8. hatless
4. mule   9. picking
5. bone   10. cubs

Section B: Vowel y

Have the students say the name of the picture. Circle the words in the boxes where the y has the same sound as the y in the picture. Do a few together.

<table>
<thead>
<tr>
<th>fly</th>
<th>sky</th>
<th>candy</th>
<th>yes</th>
<th>cry</th>
<th>says</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>dry</td>
<td>penny</td>
<td>forty</td>
<td>happy</td>
<td>your</td>
</tr>
<tr>
<td>puppy</td>
<td>you</td>
<td>my</td>
<td>shy</td>
<td>belly</td>
<td>yet</td>
</tr>
<tr>
<td></td>
<td>by</td>
<td>silly</td>
<td>fifty</td>
<td>yam</td>
<td>party</td>
</tr>
</tbody>
</table>

Section C: Challenge Nonsense Words

Have students read these nonsense words using the Vowel Y Rules; either “think, pair, share”, partner read, or read to an adult if possible.

crumfy  bly  marzy  thirby  thry  zimby

Optional: Students can code words from Section B, either on this worksheet or using a whiteboard.
~Teacher Instructions~

Lesson 49: Spelling the /ē/ Sound

Section A: Have students read the following words together as a class.
Row 1: erupt feed bee candy even
Row 2: effect steep forty belly emit
Row 3: silly eraser fifty green sheep

Section B: Have students write the words from above, in the correct column below. Encourage best penmanship.

Section C: Have students unscramble the sentence below and write it correctly on the line provided.

joke Mandy a says silly.

Mandy says a silly joke.
Lesson 50: Assessment 5 Instructions

Section A: Suffix -ing, -ed, -less, -s (12 points)
Have students read the words below. Box the suffix on each word.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. childless</td>
<td>4. crushed</td>
<td>7. trucks</td>
<td>10. hooked</td>
</tr>
<tr>
<td>2. molded</td>
<td>5. worms</td>
<td>8. swooping</td>
<td>11. needed</td>
</tr>
<tr>
<td>3. bloomed</td>
<td>6. sleepless</td>
<td>9. shifted</td>
<td>12. mashing</td>
</tr>
</tbody>
</table>

Section B (24 points)
Listen to the student read the words above individually, at a later time. If the word is read incorrectly, mark the box on the student’s paper with an X. Each word is worth 2 points.

Section C (24 points)
Dictate the following words; say the word, use it in a sentence, and then repeat the word. Students will write in the missing letters for the word given. This will assess whether students know what letters make the sounds that have been learned. Student gets one point for each correct letter (2 points possible per word).

13. hood 17. slide 21. tweet
14. these 18. plane 22. tooth
15. feel 19. quake 23. drive
16. keep 20. room 24. broke
Lesson 50: Assessment 5 continued

Section D: Sight Word Assessment (40 points)

Lesson 40 was a formative assessment. Use your discretion as to which students still need to show they have mastered reading the sight words automatically from Lesson 40 (don’t, should, something, there, their, were, won’t, would, your, could).

Listen to each student read the sight words individually, using the Sight Word Assessment paper. On the student sheet, mark an 'x' in the box next to any words missed.

been  don’t
want  should
does  something
full  there
goes  their
pull  were
push  won’t
put  would
says  your
bush  could
Lesson 50: Assessment 5 - Answer Key

Suffix -ing, -ed, -less, -s (12 points)

1. childless  4. liked  7. trucks  10. hooked
2. molded  5. worms  8. swooping  11. dozed
3. bloomed  6. sleepless  9. shaded  12. mashing

Read the words to your teacher from Section A. (24 points: 2 points per word)

(Words will be marked with an x on the student sheet if read incorrectly)

☐ childless  ☐ liked  ☐ trucks  ☐ hooked
☐ molded  ☐ worms  ☐ swooping  ☐ dozed
☐ bloomed  ☐ sleepless  ☐ shaded  ☐ mashing

Your teacher will say a word. Write in the missing letters.

(24 points: 1 point for each missing letter)

13. h o o d  17. sl i d e  21. tw e e t
14. th e s e  18. pl a n e  22. t o o th
15. f e e l  19. qu a k e  23. dr i v e
16. k e e p  20. r o o m  24. br o k e
Lesson 51: Digraph *ng*

Section A: Read the words below; you read the words as the students track with their finger, then have students read with partners, and finally students read the words alone (‘I do, we do, you do’).

Row 1: rung   bang   cling   mustang
Row 2: king   prong  spring  long
Row 3: dong   hung   darling  strong
Row 4: sprang  bring   clung   rang

Section B: Have students read the words in the table. Do #5 together. Match the picture and word with the riddle. Students should write the words on the lines using best penmanship.

<table>
<thead>
<tr>
<th>[fang]</th>
<th>[sling]</th>
<th>[stung]</th>
</tr>
</thead>
<tbody>
<tr>
<td>wing</td>
<td>song</td>
<td>wrong</td>
</tr>
</tbody>
</table>

5. You wear this when you break your arm. What word is it? **sling**

6. A bird can fly with one on each side of its body. What is it? **wing**

7. I am a sharp, pointed tooth. What am I? **fang**

8. A wasp ______ me yesterday. **stung**

9. The opposite of right. What word is it? **wrong**

10. You learn this in music. What is it? **song**

*Send Spelling List Week 11 home with students today. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.*
Lesson 52: Digraph ph

Section A: Read, spell, read the following words. Explain the meaning of any words students aren’t familiar with (e.g. phlox is a type of flower; then ask, “What is a type of flower?” Students answer your question on your signal…”Phlox.”)

Row 1: phone phlox graph gopher
Row 2: phantom alphabet phrase photo
Row 3: phonics Ralph Phil aphid

Section B: Have students re-read the words above with a partner and underline the digraph ph in each word.

Section C: Choose a word from the box that completes the sentence, using their best penmanship. Do the first one together.

4. There were many ______aphids____ on the purple ______phlox____.
   graph aphids gobble phrase phonics phlox

5. I have an old ______photo____ of my first grade classroom.
   gopher phantom photo

6. They were singing a long song with the ______alphabet____ letters.
   alphabet should Ralph

7. Phil began to trip while running after the wild ______gopher____.
   penny phone gopher

8. Your black ______phone____ is ringing.
   phone who fifty
Lesson 53: Digraph *ea* /ē/, /ĕ/, /ā/

**Section A:** Have the students read the following words: boys read row 1, girls read row 2, and everyone read row 3.

Row 1:  bread  greater  dream  sweat  yea
Row 2:  steak  weak  thread  great  scream
Row 3:  eating  spread  break  peach  pleasant

**Section B:** Have students write the words from above, in the correct column below. Encourage best penmanship. Explain any unknown words.

<table>
<thead>
<tr>
<th>ea</th>
<th>ea</th>
<th>ea</th>
</tr>
</thead>
<tbody>
<tr>
<td>dream</td>
<td>bread</td>
<td>yea</td>
</tr>
<tr>
<td>weak</td>
<td>sweat</td>
<td>steak</td>
</tr>
<tr>
<td>scream</td>
<td>thread</td>
<td>great</td>
</tr>
<tr>
<td>eating</td>
<td>spread</td>
<td>break</td>
</tr>
<tr>
<td>peach</td>
<td>pleasant</td>
<td>greater</td>
</tr>
</tbody>
</table>

**Section C:** Have students unscramble the sentence below and write it correctly on the line provided, using their best penmanship. Then read the sentence.

pleasant sang rooster a song The.

The pleasant rooster sang a song.

*Some of the words above were taken from the Reading Street story, "The Bremen Town Musicians".*
~Teacher Instructions~

Lesson 54: Sight Words, Part 3

Section A: Choose a method to read (partner, read/spell/read, etc.).

<table>
<thead>
<tr>
<th>any</th>
<th>buy</th>
<th>done</th>
<th>every</th>
<th>many</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>only</td>
<td>people</td>
<td>trouble</td>
<td></td>
</tr>
<tr>
<td>very</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section B: Rhyme Time

Have students choose a sight word from above that rhymes with the description. Put a check by the words as they are used. (Reinforce what “phrase” means by pointing out the phrases below.) Do the first one together.

<table>
<thead>
<tr>
<th>rhymes with cherry</th>
<th>1. very</th>
</tr>
</thead>
<tbody>
<tr>
<td>rhymes with steeple</td>
<td>2. people</td>
</tr>
<tr>
<td>rhymes with bubble</td>
<td>3. trouble</td>
</tr>
<tr>
<td>rhymes with hi</td>
<td>4. buy</td>
</tr>
<tr>
<td>rhymes with penny (find two)</td>
<td>5. any</td>
</tr>
<tr>
<td>rhymes with fun (find two)</td>
<td>7. none</td>
</tr>
<tr>
<td>rhymes with lonely</td>
<td>9. only</td>
</tr>
<tr>
<td>Which word hasn’t been used yet?</td>
<td>10. every</td>
</tr>
</tbody>
</table>

Section C: Have students use the two words provided to write one complete sentence. Encourage best penmanship, capitalization, and punctuation.

11. people, trouble

(sentences will vary)
~Teacher Instructions~
Lesson 55: Review

Section A: Review the following rules with the students. You may want to project the rules on a document camera since students do not have the rules on their worksheets. Next, have students read, spell, read the words below with a partner.

*Note: Row 4 is a review of digraph ng.

Rule ‘ck’: A word that ends with a /k/ sound after a short vowel is usually spelled with the letters ‘ck’.

Rule ‘k’: A word that ends with a /k/ sound after a vowel digraph or a consonant is usually spelled with ‘k’.

Rule ‘ke’: A word that ends with a /k/ sound after a long vowel is usually spelled with the letters ‘ke’.

Rule ‘ve’: A word that ends with a /v/ sound is usually spelled with the letters ‘ve’.

Rule ‘v’: A word that has a /v/ sound in any other position is usually spelled with ‘v’.

Row 1: black clock truck fork
Row 2: spark clerk flake strike
Row 3: drove grave vote vat
Row 4: fling bring hang spring
Section B: Have students read the words in the box. Then choose a word from the box to complete the sentence, using their best penmanship.

| puddle | pickle | bubble | candle | tangle |

4. Who took the _______bubble_______ gum?

5. The pink _______candle_______ will burn for a short time.

6. Your long jump rope could _______tangle_______.

7. Will you eat the green _______pickle_______?

8. The mud _______puddle_______ gave everyone trouble.

Section C: Memory Match

Students should cut apart the word cards. They will play with a partner. Each student will have his/her own set of cards. Each student will place his/her cards facing down, on the floor in three rows of four (in front of them). Note: Students may be able to see through paper when word cards are turned over. If you prefer, you could run the word cards on construction paper for students. Students may want to initial their cards before playing.

RULES

*Decide who goes first.
*Student will take one of his/her cards and one of his/her partner’s cards to try to make a match.
*The student should READ both cards and if a match is made, place both cards in a pile to the side and take another turn.
*If a match isn’t made, the other person will take his/her turn.
*The game is over when all the cards have been matched. The person with the most cards wins.
Challenge: Place all 24 cards face down on the floor in front of both students. Play the game according to the rules above.

<table>
<thead>
<tr>
<th>bush</th>
<th>want</th>
<th>full</th>
</tr>
</thead>
<tbody>
<tr>
<td>push</td>
<td>been</td>
<td>goes</td>
</tr>
<tr>
<td>put</td>
<td>pull</td>
<td>says</td>
</tr>
<tr>
<td>were</td>
<td>their</td>
<td>does</td>
</tr>
</tbody>
</table>
Lesson 56: Ghost Letter Digraphs gh, kn, wr

Section A: Read the words in the box together as a class. Students should track with their finger as they read the words. Explain any unknown words.

Row 1: gnat  gnome  gnarl  gnu  sign
Row 2: knee  knife  knob  knot  knuckle
Row 3: wreath  wrench  wrist  write  wrong

Section B: Have students write a word from above that matches the picture below. Use their best penmanship.

4. knee
5. gnat
6. sign
7. wrench
8. knife

9. wreath
10. wrist
11. knot
12. gnome

Section C: Optional: Have students code the words in Section A or code the ghost letter digraphs in each word.

*Send Spelling List Week 12 home with the students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.
Lesson 57: Diphthong ou, Digraph ū

**Diphthong Rule:** A diphthong is two vowel sounds that come together so quickly that they are considered to be one syllable.

**Section A:** Choose a method to read the following words as a class (odd/even student numbers, boy/girl, etc.). Next have students underline the word in the color as indicated:

- **Blue:** words where diphthong **ou** says /ow/
- **Red:** words where digraph **ou** says /ū/

<table>
<thead>
<tr>
<th>Row 1:</th>
<th>soup</th>
<th>crouch</th>
<th>scout</th>
<th>you</th>
<th>sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 2:</td>
<td>house</td>
<td>youth</td>
<td>group</td>
<td>shout</td>
<td>ground</td>
</tr>
</tbody>
</table>

**Section B:** Nonsense Words

Think, Pair, Share the following nonsense words, one at a time.

- **Think** (give students a few seconds to read word to self)
- **Pair** (turn to partner and read word to each other)
- **Share** (at the teacher’s signal, all students say the word out loud)

blang  knarfre  phibble  gnezrod  wrooping  phank

**Section C:** Have students identify each picture below. Write the missing letters, using best penmanship, to complete each word. Then read the word.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
<th>Picture 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="soup.png" alt="Soup" /></td>
<td><img src="blouse.png" alt="Boufse" /></td>
<td><img src="couch.png" alt="Couch" /></td>
<td><img src="mouth.png" alt="Mouth" /></td>
</tr>
<tr>
<td>soup</td>
<td>blouse</td>
<td>couch</td>
<td>mouth</td>
</tr>
<tr>
<td>Picture 5</td>
<td>Picture 6</td>
<td>Picture 7</td>
<td>Picture 8</td>
</tr>
<tr>
<td><img src="wound.png" alt="Wound" /></td>
<td><img src="doghouse.png" alt="Dog house" /></td>
<td><img src="mouse.png" alt="Mouse" /></td>
<td><img src="clouds.png" alt="Clouds" /></td>
</tr>
<tr>
<td>wound</td>
<td>doghouse</td>
<td>mouse</td>
<td>clouds</td>
</tr>
</tbody>
</table>

*Some words were taken from the Reading Street story, “One Good Turn Deserves Another”.*
Lesson 58: Diphthong ow, Digraph ow

**Section A:** Have students read the following story and answer the questions, using complete sentences, punctuation, capitalization, and best penmanship.

**Keeping the Crows Away**

Once there was a farmer who lived west of town. The farmer could grow almost anything. But he couldn’t grow any corn. A group of crows ate all of his yellow corn. It made the farmer frown. Now he has a scarecrow that keeps the loud, pesky birds from feasting.

1. Where did the farmer live? He lived west of town.
2. What did he have trouble growing? He had trouble growing corn.
3. What keeps the pesky birds away? A scarecrow keeps the birds away.
4. How would you keep the crows away? I would (answers will vary)

**Section B: VOWEL OWL (Review Vowel y)**

Have students read each word and write it underneath the appropriate “Vowel Owl”.

Row 5: fry belly spy pry twenty
Row 6: hurry bunny sly marry why

*Some words were taken from the Reading Street story, “One Good Turn Deserves Another”.*

~Teacher Instructions~

Phonics Grade 2  CCSD 2014
Lesson 59: Suffixes -er, -est, -y

Section A: Read the words on each line. Circle the words with the suffix that makes a REAL word. There may be more than one on each line. Do the first three together as a class, do the next three with a partner, and do the last three alone.

1. signest signy signer
2. longy longer longest
3. teachest teacher teachy
4. cloudy clouder cloudest
5. wrecky wrekest wrecker
6. louder loudy loudest
7. helpest helper helpy
8. faster fasty fastest
9. snowy snower snowest

Section B: Sight Word Practice

Have students read the words in the box. Then write the missing letter(s) in the blank(s). One word will not be used below. As the students are reading the words below, you could listen to students read the words to you, as a quick assessment.

<table>
<thead>
<tr>
<th>any</th>
<th>buy</th>
<th>done</th>
<th>every</th>
<th>only</th>
</tr>
</thead>
<tbody>
<tr>
<td>many</td>
<td>people</td>
<td>none</td>
<td>trouble</td>
<td>very</td>
</tr>
</tbody>
</table>

10. tr o u ble
11. a ny
12. m a n y
13. n o n e
14. b uy
15. on l y
16. p e o pl e
17. d on e
18. e v e r y
Lesson 60: Assessment 6

Section A: Digraph ng & Rules ck, k, ke, ve and v (20 points)

Dictate the following words; say the word, use it in a sentence, and then repeat the word. Students will write in the missing letters for the word given. This will assess whether students know what letters make the sounds that have been learned. (Two points for each correct answer...not one point/letter.)

1. vine  
2. joke  
3. lock  
4. slick  
5. stove  
6. strung  
7. brave  
8. swing  
9. park  
10. fake

Section B: Final, Stable Syllables (40 points)

Students will read the word. They will write the final, stable syllable in the section next to each word. You will listen to the students read each of the words at your convenience. Words read incorrectly will be marked with an x in the box. (Two points for reading the word and two points for identifying the final stable syllable.)

<table>
<thead>
<tr>
<th>Word</th>
<th>Final, Stable Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ crumble</td>
<td>ble</td>
</tr>
<tr>
<td>□ candle</td>
<td>dle</td>
</tr>
<tr>
<td>□ maple</td>
<td>ple</td>
</tr>
<tr>
<td>□ sniflle</td>
<td>fle</td>
</tr>
<tr>
<td>□ jingle</td>
<td>gle</td>
</tr>
<tr>
<td>□ ankle</td>
<td>kle</td>
</tr>
<tr>
<td>□ fizzle</td>
<td>zle</td>
</tr>
<tr>
<td>□ mumble</td>
<td>ble</td>
</tr>
<tr>
<td>□ middle</td>
<td>dle</td>
</tr>
<tr>
<td>□ sample</td>
<td>ple</td>
</tr>
</tbody>
</table>
The Berry Cans

Larry was a merry man, who worked at a store, stacking heavy, berry cans. His boss, Ky, was very grumpy and could get angry at anything. Larry could carry thirty cherry cans at one time. He could stack cans in a jiffy by the guppy tank. Ty was a worker who was shy and kind. One day Ty stacked fifty cans up to the sky to help Larry.

11. What did Larry do at the store? He stacked berry cans. ___/4

12. Why did Ty stack the cans? Ty stacked cans to help Larry. ___/4

13. Where did Larry stack the cans? He stacked the cans by the guppy tank. ___/4
~Teacher Instructions~

**Section D:** Sight Word Assessment (28 points)

Listen to each student read the sight words individually, using the Sight Word Assessment paper. On the student sheet, mark an 'x' in the box next to any words missed. Two points possible for each word read correctly.

bush
want
full
push
been
goes
does
put
pull
says
were
their
could
should
Lesson 61: Digraph āı

**Section A:** Read the words on each pail. If the two words rhyme, outline the pail with a crayon.

mail  meat  wrap  wait  pail  snail  train  claim  paint  faint  chair  stare

**Section B:** Have students read the following words and write a short story, using at least four of the words. Encourage them to write in complete sentences, with capitalization, punctuation, and best penmanship. Those who finish early can turn the paper over and illustrate their story.

phone  beard  jail  head  four
many  very  two  done  hair
graph  one  mean  eight  every

*Stories will vary*

*Send Spelling List Week 13 home with the students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.*
Lesson 62: Digraph ay

Section A: Have students read all the words in each box with a partner, before circling any words. Each student will circle the word that matches the picture alone, when reading is finished.

- play
- sway
- gray
- tray
- stay
- May
- spray
- ray
- hay
- stray
- say
- day

Section B: Sound Review/Alphabetical Order

Have students read the words in the box below and write them in alphabetical order, using best penmanship.

<table>
<thead>
<tr>
<th>mouth</th>
<th>sour</th>
<th>people</th>
<th>none</th>
<th>cloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>wreck</td>
<td>knock</td>
<td>only</td>
<td>flour</td>
<td>buy</td>
</tr>
</tbody>
</table>

1. buy
2. cloud
3. flour
4. knock
5. mouth
6. none
7. only
8. people
9. sour
10. wreck
Lesson 63: c that sounds like /s/

**Rule:** C sounds like /s/ when followed by e, i, or y.
Use 'ss' after a short vowel sound in the final position.
Use 'ce' after a long vowel sound in the final position.
Use 'se' after vowel digraphs or consonants in the final position.

**Section A:** Echo read the following words together. Then find the words where the 'c' makes the /s/ sound and code it with a cedilla. *Optional: Students can do more coding if desired.*

Row 1: house dress rinse circle cycle
Row 2: city trace circus bliss else
Row 3: class fancy blouse excite cell

**Section B:** Have students read the words in the boxes below. If the 'c' makes the /s/ sound like in 'ice', circle the picture of ice. If the 'c' makes the /k/ sound as in 'cat', circle the picture of the cat.

- celery
- crow
- camp
- clock
- dice
- cake
- cent
- space
- cow
- spice
Lesson 64: Sight Words, Part 4

Section A: Read the following sentences together. After reading each sentence, have students find the new sight words, that were introduced in today’s lesson and put a small dot above them (there are other sight words in the sentences, but they are old ones). Either write the new sight words on the board or put the sight word deck cards on the board for students to reference. Go over the answers together.

1. My young friend has gone to the ocean again.
2. Eight people can guess the answer to the question.

Section B: Have students partner read the sight words in the box two times.

<table>
<thead>
<tr>
<th>again</th>
<th>against</th>
<th>answer</th>
<th>enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>gone</td>
<td>guess</td>
<td>ocean</td>
</tr>
<tr>
<td>question</td>
<td>young</td>
<td>eight</td>
<td>four</td>
</tr>
</tbody>
</table>

Section C: Have students copy the sentences from Section A. Remind them to use best penmanship, capitalization, and punctuation.

3. My young friend has gone to the ocean again.
4. Eight people can guess the answer to the question.
Lesson 65: Review sight words, digraph ph, digraph ea

Section A: Dictate the following sight words as the students write them. You may use them in a sentence, if you choose. After dictating the words, go over the correct spelling of each word with the students (as this is only a review). Suggestion: Have students rewrite any word they spelled incorrectly with a colored pencil.

1. trouble
2. done
3. only
4. very
5. any
6. every
7. people
8. none
9. many
10. buy

Section B: “Digraph Express”

Have the students play “Digraph Express“. This is a game where two or more people can play.

Items Needed: One die and different colored markers for each player and one game page. (If you have a die that has only 1’s, 2’s, and 3’s on it, that would allow the students to play for a longer time.)

Directions: Roll a die. Move your marker that many spaces. Read the word. If you’re correct, you can stay there. If you’re not correct, go back to the space you were on. If you land on a train track, then climb up. If you land on an avalanche, your train derails and you must slide down. The first one to reach the ‘Top of the Mountain’ is the winner! Play the game again!

*Note: Explain any unknown words used in the game (e.g. avalanche).
### DIGRAPH EXPRESS

**Lesson 65 Continued**

<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>leaking</td>
<td>dreading</td>
<td>grease</td>
<td>fearless</td>
<td>steamy</td>
</tr>
<tr>
<td>19</td>
<td>creaked</td>
<td>heater</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>sweater</td>
<td>pleasant</td>
<td>wreath</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>graphs</td>
<td>yea</td>
<td>steak</td>
<td>treats</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>phrase</td>
<td>healthy</td>
<td>reach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Start**

**End**

**DIGRAPH EXPRESS**

- **leaking**
- **dreading**
- **grease**
- **fearless**
- **streamy**
- **creaked**
- **heater**
- **break**
- **squeal**
- **beard**
- **sweater**
- **pleasant**
- **wreath**
- **treats**
- **phase**
- **graphs**
- **yea**
- **steak**
- **meant**
- **phone**
- **phrase**
- **healthy**
- **reach**
- **greatest**

*For Teacher Instructions*

*Phonics Grade 2  CCSD 2014*
Lesson 66: The vc/cvc/cv Pattern

Section A: Have students read the following words: Boys read Row 1; Girls read Row 2; and all students read Row 3 (or if you give your students numbers, you could have the odd numbers read Row 1; even numbers read Row 2; and all read Row 3).

Row 1: establi|sh  chima|pan|zee  noc|tu|nal
        vc|cvc|cv    vc|vc |cv     vc|vc |cv

Row 2: Sep|tem|ber  car|pen|ter  im|por|tant
        vc|vc |cv     vc|vc |cv     vc|vc |cv

Row 3: fan|tas|tic  At|lan|tic  sur|ren|der
        vc|vc |cv     vc|vc |cv     vc|vc |cv

Section B: Dividing Syllables

Go back to the words in Section A and divide them into syllables, as the lesson instructed. Do Row 1 words together as a class; have students work with a partner to do Row 2 words; and then have them do Row 3 words alone.

Section C: Students will choose the following words to complete each sentence. Remind them to write the word using best penmanship.

establish    every    important    September    trouble    none

4. Liz made an **important** play in soccer.
5. Everyone will **establish** the rules together.
6. **September** is the first month of fall.
7. Wagner is in **trouble** again.
8. **None** of the people had a prize.

*Some of the words in this lesson are from the Reading Street story, “Pearl and Wagner: Two Good Friends”.

*Send Spelling Week 14 home with students. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.*
Lesson 67: Spelling with Final Stable Syllables

Section A: Have students read the words below. Circle the word that is spelled correctly, following the rules, learned in the lesson today. Do the first one together.

1. riddel  ridel  riddle
2. crumble  crummble  krumble
3. stabble  stable  stablle
4. sniffel  snifful  sniffle
5. tattle  tatle  tatel

Section B: Review Ghost Letter Digraphs kn, gn, wr. Students should read the following story and write an ending. Encourage complete sentences, correct punctuation, capitalization, and best penmanship. Idea: (Share the story endings at a later time.)

The Missing Book

My friend asked me to come to his birthday party. So I started running down the street to the store. I made a wrong turn, fell in a puddle, and hurt my wrist. A store with a flashing sign was near me. I quickly got up, went inside, and found a riddle book about knots. It would be great fun to wrap it and put a little, shiny bow on top. I laid the book down on the table to look for the coins in my knapsack. When I turned around, the book was gone!

Stories will vary & can continue on the back if needed.
Lesson 68: Diphthongs oi and oy

Diphthong oi is usually found in the initial or medial position.
Diphthong oy is usually found in the final position.

Section A: “Oil Slick”

Read the following words together as a class. Students should be tracking with their finger as words are read. Explain any unknown words. Next, have students work with a partner to do a timed reading. When you say, “Begin,” partner 1 reads the list while partner 2 makes a tally mark on a paper or whiteboard for each word read correctly. When 10 seconds are up, you say, “Stop”. Partner 2 shows Partner 1 the total number of words read correctly. Then the partners switch roles.

moist   spoil   enjoy  coil
Roy   joint   boil  soy
point   destroy  hoist  employ

Section B: Initial, Medial, and Final Sounds

Do the first one together. Say the name of each picture, then instruct the students to circle whether the target sound is in the initial, medial, or final position (the target sound is indicated above each picture).
Section C: Review Sight Words

Have students read the words below. Find the two sets of sight words that rhyme and circle each set with a different color of crayon.

- any
  - trouble
- very
  - done
- every
  - people
- many
  - buy
- none
  - only
Lesson 69: Suffixes -let, -ly

Section A: "Echo" read the following words as a class.

<table>
<thead>
<tr>
<th>Row 1</th>
<th>droplet</th>
<th>weekly</th>
<th>quickly</th>
<th>starlet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 2</td>
<td>proudly</td>
<td>piglet</td>
<td>slowly</td>
<td>booklet</td>
</tr>
<tr>
<td>Row 3</td>
<td>mostly</td>
<td>wristlet</td>
<td>ringlet</td>
<td>yearly</td>
</tr>
</tbody>
</table>

(Optional: Have students box the suffixes in each word above.)

Section B: Have students find a word from above that completes each description. Write the answer using best penmanship.

4. A small drop is a _droplet_.
5. A small star is a _starlet_.
6. To do something once a week, is to do it _weekly_.
7. To do something once a year, is to do it ___yearly___.
8. To do something in a quick way, is to do it ___quickly___.
9. A small pig is a ___piglet___.
10. To do something in a slow way, is to do it ___slowly___.

Section C: Review Ghost Letter Digraphs gn, kn, and wr

Have students read the sentences below and circle the ten words with ghost letter digraphs. Then students can choose a sentence to illustrate. They should label each ghost letter word in the picture.

11. I wrapped the gnome and put it into my knapsack.
12. The wren made a nest in the wreath above the doorknob
13. I cut my knee, wrist, and knuckle when I fell on the sign.
Lesson 70: Assessment 7

Have students practice reading the following words and sounds on Sections A & B as you will be assessing them on these sections as they work on Sections C and D. Sounds and words read incorrectly will be marked with an X in the box, on the student’s sheet. Use this sheet for students to read from as you mark on each student’s sheet. Each sound and word read correctly is worth 3 points.

A  Isolated Sounds (3 points each)
- **gh**
- **Kn**
- **wr**
- **ph**
- **ēa**
- **ēa**
- **ēa**

B  Word Reading (3 points each)
- **gnash**
- **knack**
- **wrinkle**
- **sphere**
- **thread**
- **gnats**
- **kneel**
- **peak**
- **wrestle**
- **greatly**
- **leave**
- **meant**
- **break**
Students will read the sentences below and answer the questions, using best penmanship, complete sentences, correct punctuation and capitalization. (Sentence 4 is an inference question.) Each sentence is worth 1-4 points, depending on if student answered it partially or completely.

1. My great friend will teach me how to knit a sweater. 
   What will you knit?
   I will knit a sweater.

2. Sophee will spread the thick cream with a knife tomorrow. 
   When will Sophee spread the cream?
   Sophee will spread the cream tomorrow.

3. The dolphin will wriggle as it leaps out of the deep sea. 
   Where will the dolphin leap?
   The dolphin will leap out of the deep sea.

4. We ate wheat bread, steak, and boiled eggs for breakfast. 
   What time of the day is it?
   It is morning time.

5. Randolph wrote the wrong alphabet letters on the sign. 
   Where did Randolph write the alphabet letters?
   Randolph wrote the alphabet letters on the sign.

Alphabetical Order: Students will read and alphabetize the following sight words. These words will be assessed on Lesson #80. (Optional: You could give an informal assessment on the sight words.) Each correct answer is worth 2 points.

very     any     only     trouble     every
none     buy     people     done     many

6. any
8. done
10. many
7. buy
9. every
11. none
12. only
13. people
14. trouble
15. very
Lesson 71: Trigraph tigh

Trigraph Rule: A trigraph is three letters that come together to make one sound.

Section A: Read the following words as follows: Girls read each word in Section A, while boys echo each word on the first reading; then have the boys read each word while girls echo on the second reading.

Row 1: brightly highest might nightmare fright
Row 2: knight light midnight lighthouse right
Row 3: nighttime flight starlight tighter thigh

Section B: Have students circle the word that finishes each sentence. Then write the word on the line using best penmanship. Do the first one together.

4. Bats fly high in the ____________.
   nighttime
tighter nighttime

5. The very loud bang gave me a ____________.
   fright fright highest

6. The ____________ began to fight again.
   knight knight

7. The young child had a ____________.
   nightmare nightmare starlight

8. The ____________ was in the cove by the ocean.
   lighthouse midnight lighthouse

9. I guess the answer to the question is ____________.
   right right thigh

10. Is there enough bright ____________ to read?
    brightly light
Section C: Word Search (Review ou, ow, ai, ay words)

Have students read the words with a partner. Then find the words in the word search (either alone or with a partner). This is an optional activity.

<table>
<thead>
<tr>
<th>flower</th>
<th>powder</th>
<th>outside</th>
<th>gray</th>
<th>grow</th>
</tr>
</thead>
<tbody>
<tr>
<td>know</td>
<td>found</td>
<td>tail</td>
<td>away</td>
<td>house</td>
</tr>
<tr>
<td>maybe</td>
<td>wait</td>
<td>soup</td>
<td>youth</td>
<td>window</td>
</tr>
</tbody>
</table>

*Some of the words on this worksheet were taken from the Reading Street story, “Dear Juno”.

**Send Spelling List Week 15 home with students today. It is your choice to have students write the spelling words once at home or in class. A homework tip is provided for parents.
Lesson 72: Trigraph \textit{tch}

Section A: Read-Spell-Read the following words:

Row 1: snitch notch pitch fetch
Row 2: crutch stretch hitch snatch
Row 3: stitch patch clutch latch

Section B: Alphabetize to the Second Letter

As a class, alphabetize the following words. Have students write the words on the lines, using best penmanship.

rainy painter plainest snowy cloudy
loudest grayest thrower catcher brightest

4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13.
Lesson 73: Suffixes -en, -ish, -ist

Section A: Have the students read the following words with a partner. Then box the suffix in each word.

- boyish
- moisten
- organist
- frighten
- foolish
- artist
- brighten
- childish
- cartoonist
- wooden
- lighten
- sheepish
- tourist
- sicken
- selfish

Section B: Sight Word Practice

Read the words in the box with a partner, taking turns every other word. Have them read the list two times. If Partner A started first, have Partner B start the second time.

- any
- ocean
- many
- young
- none
- friend
- again
- people
- against
- answer
- done
- enough
- gone
- every
- guess
- very
- question
- trouble
- buy
- only

Section C: Using the word provided, have students write a sentence. Encourage them to use complete sentences, best penmanship, correct punctuation, and capitalization. Suggestion: Talk about how to use “none” correctly in a sentence.

Sentences Will Vary

1. (gone)
2. (none)
3. (many)
4. (against)
~Teacher Instructions~

Lesson 74: Sight Words, Part 5

Section A: Put your students in groups of four. Choose a student to be the first “teacher”. The “teacher” reads each word, while the others “echo” the word back. Do a word at a time, not a row. The second, third, and fourth “teacher” will do the same process. This continues until the timer goes off. (This can be done in groups of three. You might want to assign who is the second, third, and fourth teacher prior to starting.) Time for four minutes.

- learn  America  early  usually  earth
- heard  animal  finally  several  government

Section B: Alphabetical Order: Students will write the words from Section A in alphabetical order, using best penmanship. Before beginning, underline the second letter in ‘animal’ and ‘America’. Briefly remind students how to alphabetize to the second letter. ‘Earth’ and ‘early’ have been done for them as it would be alphabetizing to the fourth letter.

1. America 6. government
2. animal 7. heard
3. early 8. learn
4. earth 9. several
5. finally 10. usually

Section C: Challenge- Have students make as many “real” words using the letters in ‘America’. There are at least thirteen!

Words will vary, but may include...

- camera  I
- ram  rim
- a  air
- car  aim
- rice  race  mice

Phonics Grade 2  CCSD 2014
Lesson 75: Review

Section A: Review Sight Words- Dictate the following sight words as students write them. You may use them in a sentence, if you choose. After dictating the words, go over the correct spelling of each word with the students, as this is only a review. Suggestion: Have students rewrite any word spelled incorrectly with a colored pencil.

1. again
2. guess
3. friend
4. against
5. answer
6. enough
7. young
8. ocean
9. question
10. gone

Section B: Review Sounds

Think-Pair-Share the following nonsense words:

phlitch ratchzight sneeblet
brayist snotchmarb frainly

Section C: Review Diphthongs and Digraphs

“Mitten Madness”

Have students color the mittens, according to the coloring code. Suggestion: Remind students to color lightly, so the word can still be read after it’s colored.

Color Code:

Blue: words where the digraph says /ā/
Red: words where the digraph says /ū/
Green: words where the digraph says /ö/
Orange: words where the diphthong says /ow/
**Teacher Instructions**

**Lesson 75 Continued**

Blue: words where the digraph says /ā/

Red: words where the digraph says /ū/

Green: words where the digraph says /ō/

Orange: words where the diphthong says /ow/
Lesson 76: g That Sounds Like /j/

Rule: The letter g usually sounds like /j/ when it is followed by the letters e, i, or y.

Suggestion: Sing the following ditty to the tune of "Mary Had a Little Lamb": "G" before E, I, or Y, E, I, or Y, E, I or Y... "G" before E, I, or Y, makes the sound of /j/.

Section A: Have students read the words in the box to a partner. Keep reading until you signal them to stop. Then read the words together.

| Row 1: stingy German giant gem giraffe |
| Row 2: hinge danger gypsy germ gymnastics |
| Row 3: gypsum ginger gerbil strange gentle |
| Row 4: huge gorge charge suggest challenge |

Section B: Have the students read the following story. After they have read the story, go back and underline all the words with the letter “g” in them (there are at least 20). If the “g” makes the /j/ sound, then circle the word.

Jim is a Gem!

Jim is a huge, gentle giant that lives in a large, gray castle. In order to get to Jim’s castle, you must cross a gorge. West of the gorge is a gate. Inside the gate is a grand garden. The challenge is that there is a strange, nocturnal dragon in charge of the fantastic castle. If you want to see Jim, you risk being scorched by the fire of the dragon. I suggest that you forget the danger. It is important that you meet him! He is a gem of a friend!

Section C: Comprehension:
Have students draw a line from the question to the phrase that answers it.

5. What will you cross to get to the castle? being scorched by the dragon
6. Where is the gorge? strange, nocturnal
7. What is the risk in this story? west of the gate
8. Describe the dragon. the gorge

*Send Spelling Week 16 home with students. Students can practice writing the words at school or at home. A homework tip is provided for parents.

Phonics Grade 2   CCSD 2014
Lesson 77: Trigraph dge

Section A: Dictate the following sentences. Remind students to use best penmanship, correct punctuation, and capitalization.

1. They heard the animal in the hedge.

2. We are in trouble with the judge.

Section B: Have students read the sentences and write the correct word that completes it, using best penmanship.

3. Is there enough space on the _______ for the exciting race?

   bridge, judge, dodge

4. Only people who work with the circus have a fancy _____.

   edge, badge, grudge

5. Many young Americans learn to recite the _______.

   nudge, sledge, pledge

6. The mice in the cellar usually eat the _______ until it is gone.

   fudge, trudge, ledge

7. My friends will finally buy several tickets for the concert at the _______.

   wedge, lodge, sludge

*This lesson also reviews cedilla 'c' and sight words.
Lesson 78: Spelling with dge and ge

Rules: The final /j/ sound is spelled with the letters 'dge' when it follows a short vowel.

The final /j/ sound is spelled with the letters 'ge' when it follows anything else.

Section A: Have students "Echo" read the following words. Explain any unknown words. Then write each word in the correct box below. Do a few together; then have the students complete the remaining words.

Row 1: wedge  gouge  smudge  large
Row 2: cage  badge  charge  dodge
Row 3: ridge  plunge  edge  Scrooge
Row 4: stage  lounge  lodge  trudge

<table>
<thead>
<tr>
<th>-ge</th>
<th>-dge</th>
</tr>
</thead>
<tbody>
<tr>
<td>gouge</td>
<td>wedge</td>
</tr>
<tr>
<td>large</td>
<td>smudge</td>
</tr>
<tr>
<td>cage</td>
<td>badge</td>
</tr>
<tr>
<td>charge</td>
<td>dodge</td>
</tr>
<tr>
<td>plunge</td>
<td>ridge</td>
</tr>
<tr>
<td>Scrooge</td>
<td>edge</td>
</tr>
<tr>
<td>stage</td>
<td>lodge</td>
</tr>
<tr>
<td>lounge</td>
<td>trudge</td>
</tr>
</tbody>
</table>

Section B: Review Suffixes -let, -ly

Have students add either suffix -let or -ly to the root words below to make a REAL word.

5. partly  7. book let  9. ring let
6. kind ly  8. safe ly  10. star let
Lesson 79: Spelling with ch and tch

**Rule 'tch':** The final /ch/ sound is spelled 'tch' when it follows a short vowel.

**Rule 'ch':** The final /ch/ sound is spelled 'ch' when it follows anything else.

Section A: Dictate the following words. Have students choose either 'tch' or 'ch' to complete each word. After dictating, write the words on the whiteboard and students can check spelling. Have them correct any errors.

1. batch
2. munch
3. branch
4. catch
5. march
6. ouch
7. twitch
8. switch
9. torch
10. scratch

Section B: Rhyme Time

Have students read the word that's given and write three REAL words that rhyme, using best penmanship.

11. match (Rhymes will vary, but may include: hatch, batch, latch)
12. crunch (Rhymes will vary, but may include: hunch, bunch, lunch)
13. stitch (Rhymes will vary, but may include: witch, pitch, ditch)

Section C: Diphthongs oi and oy Review

Have the students read the sentences. Circle the diphthong oi and oy words.

14. The boys will spoil the answer to the question.
15. The soil was moist early in the morning.
16. Leroy will enjoy playing with the toy pooch.
~Teacher Instructions~

Lesson 80: Assessment 8

Section A: Suffix -er, -est, -y

Have students read the words below. Box the suffix on each word. Each correct answer is worth 2 points (24 points total).

<table>
<thead>
<tr>
<th>sprayer</th>
<th>plainest</th>
<th>frowny</th>
<th>grayestest</th>
</tr>
</thead>
<tbody>
<tr>
<td>showy</td>
<td>jailer</td>
<td>player</td>
<td>proudest</td>
</tr>
<tr>
<td>painter</td>
<td>hairy</td>
<td>slowest</td>
<td>cloudy</td>
</tr>
</tbody>
</table>

Section B: Students will read the words below. Write each word in the correct box, matching the target sound AND spelled with the same letters making the target sound. The target sound is at the top of each box. Each correct answer is worth 3 points (36 points total).

|arrow| wounded| round| window| growl| wow|
glow| without| bowl| groups| powder| south|

|soup| couch| bōw| cow|

wounded| round| arrow| growl|
groups| without| window| wow|
south| glow| powder|
bowl|
~Teacher Instructions~

Lesson 80: Assessment 8 Continued

Section C: Sight Words

Students read from this copy. Incorrect answers are marked with an x on the student sheet. Each sight word read correctly is worth 2 points.

☐ any ☐ very ☐ none ☐ people

☐ only ☐ question ☐ friend ☐ done

☐ answer ☐ ocean ☐ gone ☐ enough

☐ trouble ☐ every ☐ buy ☐ against

☐ again ☐ guess ☐ many ☐ young
Lesson 81: The v|cv Pattern

Section A: Read the sentences together as a class. The words in bold print follow the v|cv pattern learned in the lesson today. Divide the bolded words, using the v|cv pattern, as follows: do the first sentence together, then have partners do the second sentence, and the third sentence can be done individually.

1. The navy pilot will fly over the frozen lake.
   v c v    v c v    v c v
2. The female spider hid in the open tulip.
   v c v    v c v    v c v    v c v
3. Did the tiny rodent bite the baby raven?
   v c v    v c v    v c v

Section B: Have students read the following words. Then they should read the clue and write the word that answers it, using best penmanship. Three words won't be used. Students will write a complete sentence using one of the words not used.

   gravy  bacon  zero  robot  frozen
   silent  music  oval  clover  total

4. This is a shape.  ____ oval ____
5. This is a kind of meat.  ____ bacon ____
6. This is a number.  ____ zero ____
7. This is a plant.  ____ clover ____
8. Ice is ____ frozen ____ water.
9. This could be a toy.  ____ robot ____
10. A person not speaking is  ____ silent ____.

11. *Send home Spelling Week #17 with students. They may write the words at school or at home. A homework tip is provided for parents.*
Lesson 82: Suffixes -ful, -ness

Section A: Have students work with a partner to do the following: (1) Circle the correct suffix to make a REAL word. (2) Partner 1 will create a sentence using the REAL word. (3) After a short allotted time, randomly choose a few partners to share sentence created with the class. (4) Repeat with Partner 2 creating a sentence for #2, after circling correct suffix. Rotate partners creating sentences until words are completed.

<table>
<thead>
<tr>
<th>Root word</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. play</td>
<td>-ful or -ness</td>
</tr>
<tr>
<td>2. dark</td>
<td>-ful or -ness</td>
</tr>
<tr>
<td>3. help</td>
<td>-ful or -ness</td>
</tr>
<tr>
<td>4. thank</td>
<td>-ful or -ness</td>
</tr>
<tr>
<td>5. sad</td>
<td>-ful or -ness</td>
</tr>
</tbody>
</table>

Section B: Students will add the suffix to the root word and write the complete word, using best penmanship.

6. spoon + ful = __________ spoonful

7. neat + ness = __________ neatness

8. bright + ness = __________ brightness

9. cheer + ful = __________ cheerful

10. cup + ful = __________ cupful

11. soft + ness = __________ softness
Lesson 83: Final, Stable Syllable –[tion

Section A: Say the following words to the students. Have them write the missing letters on the lines using best penmanship. You may want to use the words in a sentence.

1. portion 5. carnation
2. lotion 6. foundation
3. fiction 7. addition
4. exception 8. mention

Section B: Review Suffixes -ly, -let; diphthongs oi, oy; cedilla c

Have students read the word and count the syllables in each word. Write the word in the correct column.

<table>
<thead>
<tr>
<th>1-Syllable</th>
<th>2-Syllable</th>
<th>3-Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>boil</td>
<td>tomboy</td>
<td>destroying</td>
</tr>
<tr>
<td>foil</td>
<td>bracelet</td>
<td>joyfully</td>
</tr>
<tr>
<td>cinch</td>
<td>cycle</td>
<td>playfully</td>
</tr>
<tr>
<td>force</td>
<td>leaflet</td>
<td>enjoying</td>
</tr>
</tbody>
</table>
Lesson 84: Sight Words, Part 6

Section A: Have students read the sight words below on your signal (e.g. snap, clap, thumbs up, etc.). You may need to explain the meaning of any unknown words.

change  country  danger  eye  island
listen  once  strange  stranger  whose

Section B: “Strike Three”

Have students Read-Spell-Read the words below with a partner. Then cross out the three balls in each row that don’t have a sight word. Students may need to refer to the sight words in Section A.

*Section B also has words that review trigraph ‘tch’, ‘igh’, and suffixes –ful & -ness.
Lesson 85: Review cedilla c; diphthong oi, oy; suffixes –ly, -let, -en, -ish, -ist

Section A: Read the words below as follows (students should track with finger as words are read): Boys read row 1; girls read row 2; boys read row 3; girls read row 4. Read the words a second time with the girls starting and rotate to the boys, etc. Note: Explain any unknown words, as needed.

<table>
<thead>
<tr>
<th>Row 1:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>advice</td>
<td>coil</td>
<td>caplet</td>
<td>grace</td>
</tr>
<tr>
<td>Row 2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crisply</td>
<td>splice</td>
<td>correctly</td>
<td>success</td>
</tr>
<tr>
<td>Row 3:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cactus</td>
<td>carve</td>
<td>cancel</td>
<td>cinch</td>
</tr>
<tr>
<td>Row 4:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cloudlet</td>
<td>citrus</td>
<td>concept</td>
<td>nicely</td>
</tr>
</tbody>
</table>

Section B: “Knick, Knack, Know”

Students will play this activity with a partner; one is Partner A and the other is Partner B. Do the sample as a class.

1. Partner A chooses a word and reads it out loud. If the word is read correctly, partner A puts an “A” on that word. If the word is read incorrectly, no mark is made.
2. Partner B takes a turn and does the same process as described above, except if the word is read correctly, partner B puts a “B” on that word.
3. The first partner to get three A’s or B’s in a row, is the winner (across, down, or diagonally)!
4. Proceed to another word box. Partner “B” begins the next round. Rotate person starting rounds with each new word box.
5. When one paper is completed, use the other student’s paper and continue.

Idea: When partners finish the activity, they could...(1) read the words in Section A together, (2) illustrate a word on the back from Section A, etc.

Sample:

```
 ploy   finalist   vocalist
 A      B         B
 tourist oysters rarely
 B       A         A
 starlets destroying avoiding
 A       B         A
```
Lesson 85 Continued

<table>
<thead>
<tr>
<th>purely</th>
<th>annoy</th>
<th>deepen</th>
<th>voice</th>
<th>sharpen</th>
<th>ahoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>wristlets</td>
<td>slightly</td>
<td>darkish</td>
<td>girlish</td>
<td>poise</td>
<td>Boyd</td>
</tr>
<tr>
<td>poison</td>
<td>cartoonist</td>
<td>partly</td>
<td>spoiled</td>
<td>royal</td>
<td>harpist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>broiling</th>
<th>thicken</th>
<th>triplet</th>
<th>golden</th>
<th>tomboys</th>
<th>droplets</th>
</tr>
</thead>
<tbody>
<tr>
<td>nightly</td>
<td>Troy</td>
<td>soybean</td>
<td>loyal</td>
<td>pointed</td>
<td>grayish</td>
</tr>
<tr>
<td>foolish</td>
<td>proudly</td>
<td>sisterly</td>
<td>oiling</td>
<td>choice</td>
<td>quickly</td>
</tr>
</tbody>
</table>
Lesson 86: Digraphs ｵ, ｵ

Section A: Have students follow the directions below to change the word 'boat' to 'roast'. Do the first three together, the next three with a partner, and the last two alone. Have them say the new word after they are written in best penmanship.

1. Begin with boat.  
2. Change b to c.  
3. Change c to fl.  
4. Change fl to g.  
5. Change t to l.  
6. Change g to c.  
7. Change l to st.  
8. Change c to r.

Section B: Sentence Completion- Have students read the following words and finish the sentences, using best penmanship. Explain any unknown words.

<table>
<thead>
<tr>
<th>ｵa</th>
<th>ｵe</th>
</tr>
</thead>
<tbody>
<tr>
<td>oatmeal</td>
<td>toast</td>
</tr>
<tr>
<td>charcoal</td>
<td>toenail</td>
</tr>
<tr>
<td>lifeboat</td>
<td>backhoe</td>
</tr>
<tr>
<td>toast</td>
<td>doe</td>
</tr>
<tr>
<td>load</td>
<td>woe</td>
</tr>
<tr>
<td>boastful</td>
<td>Joe</td>
</tr>
<tr>
<td></td>
<td>foe</td>
</tr>
</tbody>
</table>

9. The coach had  ____oatmeal____ and  ____toast____ for breakfast.
10. A male deer is a buck. A female deer is a **doe**.
11. The stranger floated to the island in a **lifeboat**.
12. Joe will  ____load____ the goats on the train.

Section C: Have students choose one of the sentences from above to illustrate.

*Send Spelling Week 18 home with the students. They may write the words at school or at home. A homework tip is provided to parents.*
Lesson 87: Review of Diphthongs

Section A: Have students read each word. Write the letter of its meaning on the line next to it. Do the first one together as a class. Then have them work with a partner to do the remaining ones. Tell students they have two minutes to complete Section A. Students should put “thumbs up” when finished. Check answers as a class by reading the word and the clue that matches it.

1. broil d  a. to bother  5. prowl e  e. to sneak
2. noise c  b. break up  6. noun g  f. a deep sound
3. annoy a  c. a sound  7. growl f  g. person, place, or thing
4. destroy b  d. a way to cook  8. hound h  h. a kind of dog

Section B: Sight Word Practice

As a class read the sight words on your signal (snap, clap, etc.). Then have the students read the words with a partner, taking turns.

Row 9: change stranger learn once heard
Row 10: America animal strange several whose
Row 11: listen island usually eye government
Row 12: early country danger finally earth

Section C: Write in the missing letters for the sight words below. Use the words from Section B as a guide.

13. Am e r ica  17. chan g e
14. i s land  18. fi n all y
15. dan g e r  19. e a r th
16. anim a l  20. gover n m ent
Lesson 88: Digraph au

Section A: Read-Spell-Read the following words as a class.

Row 1: haunt launch pause laundry haul
Row 2: sauce because vault auction gauze
Row 3: faucet applause fraud fault Austin

Section B: Scrambled Words

Have students unscramble the words below and write them using best penmanship.

Use the words from Section A. Do the first one together. (You may want to have students work with a partner.)

4. luah ______ haul ______
7. escuabe ______ because ______
5. saepu ______ pause ______
8. Sappaule ______ applause ______
6. tavul ______ vault ______
9. zaueg ______ gauze ______

Section C: Review Trigraphs -igh, -tch

Have students read the words on each line. Circle the word(s) that are “real” words.

10. patch pitch plotch pretch
11. swight sight slight snight
12. hotch hatch hitch hutch
13. fright flight fnight fight
14. critch crutch catch clutch

*Some words were taken from the Reading Street story, “A Weed is a Flower”.

~Teacher Instructions~

Phonics Grade 2  CCSD 2014
Lesson 89: Digraph aw

Section A: Have students read the words below: You read the words as the students track with a finger; then students read with a partner; and finally the student reads the words to self ("I do, we do, you do"). Explain any unknown words.

Row 1: lawnmower  seesaw  claws  squawking  shawl
Row 2: hawk  yawning  crawled  scrawny  jaw
Row 3: straw  outlaw  saw  flawless  awful

Section B: Have students find a word from Section A that matches the picture below. Have them write the word using best penmanship on the line.

4. yawning
5. shawl
6. hawk
7. seesaw
8. crawled
9. jaw
10. lawnmower
11. claws
12. outlaw
13. saw

*Some of the words used above are from the Reading Street story, “Froggy Fable”.*
Lesson 90: Assessment 9

Section A: Diphthongs oi, oy

Dictate the following words: say the word, use it in a sentence, and then repeat the word. Students will write either “oi” or “oy” on the line. Each correct answer is worth 4 points.

2. destroy 3. moisten 4. employ 5. joint

Section B: Cedilla ‘c’

Students will read each word and decide whether the ‘c’ makes the /s/ sound as in dice or the /k/ sound as in cage. Students will write the word under the picture of the dice or cage, using best penmanship. Each correct answer is worth 4 points.

except  carpet  Nancy  correctly  cinch
force  city  crisply  cactus  copper

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11. except</td>
<td>16. carpet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Nancy</td>
<td>17. correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. cinch</td>
<td>18. crisply</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. force</td>
<td>19. cactus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. city</td>
<td>20. copper</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 90: Assessment 9 Continued

Section C: Trigraphs -igh, tch; Suffixes -ly, -let, -en, -ish, -ist

Have students read the following story and circle the word that makes the BEST sense for each blank. Then they should read the story again with the circled words. Each correct answer is worth 2 points.

The Frozen Snow Witch

Once there was a ______ young witch who lived in a blackish ________ near the mighty ocean. Early one night she heard ______ animals scratching loudly on her frosty window. She quickly ______ her flashlight and opened the golden latch. With the brightness of her _______, she could finally see three pinkish piglets, pressing their ______ against the darkened glass. This ______ her and she ran right out of her house into the cold snow, without her coat. She was suddenly frozen and didn’t ______ until spring.

Section D: Inference Question

Have students write what they think happened to the piglets? Encourage them to use BEST penmanship, correct punctuation and capitalization (1-4 points possible).

Answers will vary
Lesson 91: The vcv Pattern, Part I

Section A: Code the first vowel in each word according to the way it's divided. Read the two choices as coded. Then circle the word that has been divided correctly of the two choices. Do numbers 1-4 together, numbers 5-8 with a partner, and numbers 9-12 alone. Tell students they have 2 minutes to complete 9-12.

1. digit    2. phonics    3. lid    4. sliver
   digit
   phonics

5. lion    6. robin    7. bin    8. bit
   lemon
   rob
   ca\'bin
   hab

9. dragon    10. finish    11. fig    12. sit
   drog\on
   fin\ish
   frig\id
   viz\it

Section B: Review g that sounds like /j/

Have students read the following words (in any way of your choice). Alphabetize the words (some will need to be alphabetized to the second letter). Have them write #1 in the star by the first word, a #2 in the star by the second word, etc.

*Send home Spelling List 19 with students. They may write the words at school or at home. A homework tip is provided to parents.
Lesson 92: The vc’|v Pattern, Part II

Section A: Have students echo read the words below: You read as the students track with finger, then they read. Do one word at a time.

Row 1: cougars peanut sweater peacock
Row 2: daisy August weather teacher
Row 3: toucan leather fairly author

Section B: Nonsense Words

Have students Think-Pair-Share the following two-syllable nonsense words.

frizblight critchknab phlotchness gitchwroid

Section C: Have students choose a word from Section A to write in the sentences below, using best penmanship.

4. Listen to the colorful **toucan** squawking in the strange jungle.

5. Usually the weather in **August** is fairly hot.

6. Once, early in the morning, we heard several **cougars** growling.

7. The **author** wrote about the government in America.

8. Do you think George Washington Carver could make a **sweater** using peanuts?
Lesson 93: a before l

Section A: Have students read the following words. Read the description in the first column. Look in the second column for the rhyming word. Write the answer in the third column. Do the first two together. Explain any unknown words.

<table>
<thead>
<tr>
<th>Description</th>
<th>Rhymes with...</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>No hair</td>
<td>scald</td>
<td>bald</td>
</tr>
<tr>
<td>A sphere</td>
<td>hall</td>
<td>ball</td>
</tr>
<tr>
<td>Synonym for peaceful</td>
<td>balm</td>
<td>calm</td>
</tr>
<tr>
<td>Antonym for short</td>
<td>mall</td>
<td>tall</td>
</tr>
<tr>
<td>To stop</td>
<td>malt</td>
<td>halt</td>
</tr>
<tr>
<td>Synonym for little</td>
<td>fall</td>
<td>small</td>
</tr>
<tr>
<td>A place for horses</td>
<td>call</td>
<td>stall</td>
</tr>
</tbody>
</table>

Section B: Review Sight Words- Read-Spell-Read the following sight words with a partner. Students take turns reading, spelling, and reading the word again. Have partners mark the boxes with a check when the student completes each word.

<table>
<thead>
<tr>
<th></th>
<th>Read, Spell, Read</th>
<th>Read, Spell, Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>earth</td>
<td></td>
<td>stranger</td>
</tr>
<tr>
<td>country</td>
<td></td>
<td>eye</td>
</tr>
<tr>
<td>listen</td>
<td></td>
<td>America</td>
</tr>
<tr>
<td>animal</td>
<td></td>
<td>strange</td>
</tr>
<tr>
<td>several</td>
<td></td>
<td>island</td>
</tr>
<tr>
<td>heard</td>
<td></td>
<td>whose</td>
</tr>
<tr>
<td>usually</td>
<td></td>
<td>once</td>
</tr>
<tr>
<td>government</td>
<td></td>
<td>early</td>
</tr>
<tr>
<td>learn</td>
<td></td>
<td>danger</td>
</tr>
<tr>
<td>finally</td>
<td></td>
<td>change</td>
</tr>
</tbody>
</table>
Lesson 94: Sight Words Part 7

Section A: Read the new sight words below as follows: Roll a die and the students will read each line as many times as the die was rolled (e.g. the die was rolled with a '2', so Row 1 is read two times). Words are read as a class on your signal (snap, clap, etc.).

Row 1: bought father mountain walk laugh
Row 2: brought fought thought talk daughter

Section B: Sight Word Practice and Trigraph -dge Review- Direct students to use the words from above to complete the sentences. Numbers 3 and 6 can be interchanged.

3. My tall father (or daughter) bought a bagful of sweet fudge with a coupon.
4. The small children will walk over the bridge in the strange country.
5. The knight fought the dragon at the edge of the dangerous forest.
6. The bald judge’s daughter (or father) has a pleasant smile.
7. I thought the fairy that lived near the hedge was magic.

Section C: Have students write a complete sentence, using the word provided. Encourage best penmanship, correct punctuation, and capitalization.

Sentences will vary.

8. ________________________________

pledge

9. ________________________________

smudge

10. ________________________________

badge

pledge

smudge
Lesson 95: Review g that says /j/, Trigraph -dge; Suffixes -ness, -ful; Final, Stable Syllable -tion

Section A: Dictate the following words as students write them, using best penmanship. Go over the answers with the class when finished.

1. bulge
2. skillful
3. gentle
4. dullness
5. general
6. thickness
7. gypsy
8. orange
9. illness
10. station
11. fraction
12. motion
13. careful
14. grudge
15. giraffe
16. tragic

*Lesson 95 continued on back
Section B: Code Cracker- Use the code to make the words below. Have students write the corresponding letters in the boxes above the numbers, and then read the word. Do the first two together as a class. Do the remainder with a partner. Go over the answers together.

1=e  5=b  9=n  13=m  17=t  21=h  25=v
2=r  6=g  10=u  14=w  18=o  22=j  26=z
3=i  7=l  11=x  15=p  19=f  23=k
4=d  8=c  12=a  16=s  20=y  24=q

17. information
   3  9  19  18  2  13  12  17  3  18  9

18. dampness
   4  12  13  15  9  1  16  16

19. island
   3  16  7  12  9  4

20. shyness
   16  21  20  9  1  16  16

21. once
   18  9  8  1

22. armful
   12  2  13  19  10  7

23. whose
   14  21  18  16  1

24. dictation
   4  3  8  17  12  17  3  18  9

25. eye
Lesson 96: a After w or qu

**Rule:** When the letter 'a' comes after the letter 'w' or the letters 'qu', it often makes the sound similar to /ŏ/.

**Section A:** Have the students read the words below as follows: Have the 'odd' numbered students read the odd numbered boxes; the 'even' numbered students read the even numbered boxes. Circle the word that matches the picture in each box. Put the double dots above the 'a' in the circled word. Do the first one together.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>squish</td>
<td>walk</td>
<td>swamp</td>
</tr>
<tr>
<td>wander</td>
<td>swat</td>
<td>wasp</td>
</tr>
<tr>
<td>squadron</td>
<td>wāllet</td>
<td>squabble</td>
</tr>
<tr>
<td>waffle</td>
<td>quad</td>
<td>waltz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.</th>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>squish</td>
<td>quality</td>
<td>wānd</td>
</tr>
<tr>
<td>swap</td>
<td>wātch</td>
<td>squat</td>
</tr>
<tr>
<td>washer</td>
<td>wad</td>
<td>walnut</td>
</tr>
<tr>
<td>wālrus</td>
<td>swallow</td>
<td>swab</td>
</tr>
</tbody>
</table>

**Section B:** Review—Have students unscramble the sentence below and write it correctly on the lines provided, using their best penmanship. Then read the sentence.

fly his The in toad had throat a

7. The toad had a fly in his throat.

*Send Spelling Week # 20 home with the students. They may write the words at school or at home. A homework tip is provided to parents.*
Lesson 97: The vcccv Pattern

Section A: Have students read the words below with a partner for one minute. If students finish reading all three rows before the time is up, they should read it over again. Then put the vowel pattern and divide the words as follows: Do Row 1 as a class; Row 2 with a partner; and Row 3 alone. Give the students 4-5 minutes to complete the second and third rows. At the end of the time, go over answers together.

Row 1: com‘plain arc‘tic part‘ner far‘ther
   v c c cv vc c cv vcc cv v c c cv

Row 2: ad‘dress hun‘gry pump‘kin sand‘wich
   v c c cv vc c cv vc c cv v cc cv

Row 3: in‘stant sub‘tract lob‘ster hun‘dred
   v c c cv vc c cv vc c cv v c c cv

Section B: Sentence Sleuth

Have students use the words provided to write a complete sentence, using best penmanship, correct punctuation, and capitalization. Students may choose any words from Section A to write on #6. Encourage students to use adjectives in sentences. Sentences will vary.

hungry, sandwich

4. __________________________________________

arctic

5. __________________________________________
Lesson 98: Spelling with Final c

Rules: When spelling the final /k/ sound:

- ck is found after a short vowel sound, ke is found after a long vowel sound, k is found after a consonant or vowel digraph, and c is found at the end of a two (or more) syllable word.

Section A: Ice Floe- Have students read the words below (your choice).

Row 1:  lake  Atlantic  block  dusk
Row 2:  brisk  arctic  snowflake  flock
Row 3:  crack  earthquake  smoke  sunk
Row 4:  cosmic  tusk  slick  plastic

Section B: Have students write the words from above, in the correct column below, according to how the ending /k/ sound is spelled. Encourage best penmanship.
~Teacher Instructions~

**Lesson 99: Scribal o**

**Section A:** Dictate the following words for students to spell, using the concept taught in the lesson. Go over the correct answers when completed.

1. discover
2. wonder
3. comfort
4. front
5. cover
6. shovel

**Section B:** Have students name each picture below. Then write the missing letters using best penmanship, to complete each word. Then read the word.

<table>
<thead>
<tr>
<th>Image</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>oven</td>
</tr>
<tr>
<td>8</td>
<td>shovel</td>
</tr>
<tr>
<td>9</td>
<td>compass</td>
</tr>
<tr>
<td>10</td>
<td>sponge</td>
</tr>
<tr>
<td>11</td>
<td>month</td>
</tr>
<tr>
<td>12</td>
<td>dove</td>
</tr>
</tbody>
</table>
Lesson 100: Assessment 10

Section A:
Ask the students: “What are the three letters that make the letter 'c' make the /s/ sound and the letter 'g' make the /j/ sound? Write those three letters on the lines.” (Each correct response is worth 2 pts. for a total of 6 pts. possible.)

Section B: Isolated Sounds (3 points each)
Have students read each sound to you. Mark boxes with an x if read incorrectly.

☐ oy  ☐ āï  ☐ [tion]  ☐ tch  ☐ oi  ☐ ōw
☐ ōū  ☐ āy  ☐ īgh  ☐ ow  ☐ dģe  ☐ ou

Section C: Suffixes
Have the students read each word to themselves and box the suffixes. (Each correct answer is worth 2 pts. each).

Optional: Listen to any student you feel would benefit from reading some or all of the words to you or another adult.

restful      splotchy      brightness
wristlet    graceful      gentleness
~Teacher Instructions~

hotness  shameful  urgently
Lesson 100: Assessment 10 Answer Key

Isolated Sounds (3 points each)
*mark sounds read incorrectly with an x on student sheet.
See following page for students to read from if needed.

- oy
- āi
- [tion]
- tch
- oi
- ōw
- ōū
- āy
- īgh
- ow
- dge
- ou

Suffixes: Read the following words and box the suffixes.
(2 points each)

- restful
- splotchy
- brightness
- wristlet
- graceful
- gentleness
- hotness
- shameful
- urgently
Students may use this sheet to read sounds and words from. Mark an x on the student sheet next to sounds/words read incorrectly.

**Section B: Isolated Sounds** (3 points each)

- oy
- āi
- [tion
- tch
- oi
- ōw
- ōū
- āy
- ĭgh
- ow
- dge
- ou

**Section D: Sight Words Assessment** (2 pts. each)

- listen
- early
- change
- several
- whose
- animal
- country
- eye
- finally
- usually
- strange
- danger
- government
- heard
- island
- America
- earth
- once
- learn
- stranger
Lesson 101: Final, Stable Syllable [sion]

Section A: Read the following words as follows: You read the word as the students follow along with his/her finger. Then the students echo read the words. Have students read the words with a partner next. Explain any unknown words.

Row 1: television version invasion expression illusion
Row 2: explosion tension mansion division session
Row 3: permission vision confusion decision mission

Section B: Review Sight words, Digraphs -oe, -oa

Have students read and count the syllables in each word. Have them write the word in the correct column, according to how many syllables are in the word.

<table>
<thead>
<tr>
<th>1-Syllable</th>
<th>2-Syllable</th>
<th>3-Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>hoe</td>
<td>fusion</td>
<td>inversion</td>
</tr>
<tr>
<td>doe</td>
<td>rowboat</td>
<td>discussion</td>
</tr>
<tr>
<td>talk</td>
<td>roaming</td>
<td>impression</td>
</tr>
<tr>
<td>groan</td>
<td>daughter</td>
<td>overboard</td>
</tr>
</tbody>
</table>

*Send home Spelling Week #21 with students. You may want to review the three sounds of suffix -ed.*
Lesson 102: Digraph **ew**

**Section A:** Put your students in groups of three. Choose a student to be the first “teacher”. The “teacher” reads the sentence, while the others “echo” the sentence, tracking as they read. The second and third “teacher” will do the same process. This continues until the timer goes off. Assign who is the second and third teacher prior to starting. Time for 6 minutes. If the group finishes the sentence reading before the timer goes off, they should begin again, and rotate the number of teacher they are, so they don’t read the same sentences.

1. Newel’s daughter made a decision and bought a small jewel.
2. Lewis wants a few cashews to chew while watching television.
3. My father’s nephew found some mildew on his new sweater.
4. Stewart brought a wonderful stew for the occasion.
5. Andrew laughed when he threw his plastic wallet at the wasp.
6. The frigid wind blew all night in the high mountains.

**Section B:** Review Digraphs **-aw, -au**

Have the students read the following words together as a class on your signal. Read them as many times as you’d like. Students should write the words in alphabetical order using best penmanship.

<table>
<thead>
<tr>
<th>launder</th>
<th>scrawl</th>
<th>auction</th>
<th>awful</th>
<th>pause</th>
</tr>
</thead>
<tbody>
<tr>
<td>sauce</td>
<td>haunt</td>
<td>yawn</td>
<td>lawyer</td>
<td>outlaw</td>
</tr>
</tbody>
</table>

7. auction
8. awful
9. haunt
10. launder
11. lawyer
12. outlaw
13. pause
14. sauce
15. scrawl
16. yawn
Lesson 103: Doubling Rule, Part 1

Doubling Rule: If the final syllable of the word is accented and ends with one vowel and one consonant, then double the final consonant before adding a vowel suffix.

*NOTE: Instead of using checkmarks and boxes like the lesson directs when you teach the concept, use colored dry erase markers as indicated below. Then what you do to teach the lesson will match this worksheet.

Section A: DOUBLE DUTY - Do the first three together as a class, the next three with a partner, and the last four alone. Encourage best penmanship.

- If the root word has 1 vowel and 1 consonant at the end of the word, circle the root word in GREEN.
- If the suffix is a vowel suffix, circle it in BLUE.
- If you have circled in BLUE AND GREEN, then DOUBLE the final consonant in the root word before adding the suffix.
- If you have only circled in ONE color or NO colors, just add the suffix.

1. snap + -ing = snapping  
2. fog + -y = foggy  
3. look + -ing = looking  
4. rest + -less = restless  
5. beg + -ed = begged

6. slop + -y = sloppy  
7. help + -less = helpless  
8. brag + -ed = bragged  
9. run + -er = runner  
10. bag + -ful = bagful
~Teacher Instructions~

**Lesson 104: Sight Words, Part 8**

*Section A:* Have the students read the sight words below on your signal (e.g. snap, clap, thumbs up, etc.)

| Row 1: become both busy measure rough |
| Row 2: sure through tough woman women |

*Section B: “Smart Hearts”*

Have students read the words below with a partner, taking turns on each row of words. Read it a second time, changing the rows to read so students don’t read the same row of words a second time. Then find the words that are the sight words introduced in the lesson today and color them. Refer to the words above.

| Row 3: also fall cover become |
| Row 4: water sure rough measure |
| Row 5: busy tough palm woman |
| Row 6: ball both comfort through |
| Row 7: women squash small mountain |

*Some of the words were taken from the Reading Street stories, “Life Cycle of a Pumpkin” and “Soil”.*
Lesson 105: Review 'w before a' and 'qu before a' words; Digraphs -oa, -oe, -au, -aw

Section A: Timed Reading Practice

Read the following words together as a class. Students should be tracking with their finger as words are read. Explain any unknown words. Next have students work with a partner to do a timed reading. When you say, “Begin”, partner 1 reads the list while partner 2 makes a tally mark on paper or whiteboard for each word read correctly. When 1 minute is up, say, “Stop”. Partner 2 shows partner 1 the number of words read correctly. Then the partners switch roles.

Row 1: drawn squad moaned woeful laundry
Row 2: walnut quality pausing toenail swallowing
Row 3: faulty squabble boastful backhoe hauling
Row 4: waltz quantity crawled soaring wandered

Section B: Review Sight Words

Have students Read-Spell-Read the sight words below with a partner. Students take turns reading, spelling, and reading the word again. Have partners mark the boxes with a check when the student completes each word.

<table>
<thead>
<tr>
<th>Read, Spell, Read</th>
<th>Read, Spell, Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>bought</td>
<td>![ ]</td>
</tr>
<tr>
<td>father</td>
<td>![ ]</td>
</tr>
<tr>
<td>mountain</td>
<td>![ ]</td>
</tr>
<tr>
<td>walk</td>
<td>![ ]</td>
</tr>
<tr>
<td>brought</td>
<td>![ ]</td>
</tr>
</tbody>
</table>
“Sticky Paws”

**Game directions:** Help the bear get to the honey pot.

1. Roll the die (marked with 1,2,3) and move your marker that many spaces.

2. Say the sound of the digraph, then say a word with that digraph in it. If you say the sound and word correctly for that digraph, you can stay on the paw. If the sound or word is incorrect, go back to where you were on before rolling the die.

3. If you land on a honey blob, you lose a turn.

4. The first person to the honey pot is the winner. Play the game again if you finish early.
Lesson 106: Digraph ĕy

Section A: Read the words below as follows: Girls read Row 1, Boys read Row 2, Girls and Boys read Row 3. Explain any unknown words. Read the words below as your teacher instructs.

Row 1: volley money hockey key
Row 2: turkey chimney trolley monkey
Row 3: alley parsley barley kidney

Section B: Dictate the following sentences. Students will write them using best penmanship. After dictating, have students find and circle the two digraph -ey words in each sentence.

4. The woman from the valley played rough hockey.
5. It was tough for the donkey to get through the honey.

Section C: Have students complete the riddles below by using some of the words from Section A.

6. This meat is usually eaten at Thanksgiving. ____________________________

7. You need this to open a locked door. ____________________________

8. Smoke travels up this from your fireplace. ____________________________

9. This is a form of transportation many people can ride on. ____________________________

10. It is smart to save this in a bank. ____________________________

Section D: Nonsense words- Have students practice these words alone when finished with Section C. When you see students finished with Section C and practicing, you can pair two students together to read them to each other. (Optional: Have students share the words with the class.)

11. quabless
12. cevautly
13. zooblith
14. sleemfroid
15. wrightroav
16. chingsloy

*Send home Spelling List Week #22 with the students. They may write the words at school or at home. A homework tip is provided to parents.
Lesson 107: Suffix -es

Sibilant Sound: Whenever a word ends with one of the following sounds /s/, /z/, /ks/, /ch/, /sh/, or /j/, add suffix -es. Add suffix -s to everything else.

Section A: Do the following together with your class. Explain any unknown words.

- Find the root word.
- Underline it in both choices.
- Decide AND circle which one of the two choices has the correct suffix.

1. roaches  roachs
2. sixs   sixes
3. pheasants  pheasantes
4. walruss  walruses
5. frizzs  frizzes
6. washes  washs
7. swarmes  swarms
8. flashes  flashs

Section B: Have students read the root word and decide whether to add suffix -s or suffix -es. Then write the word with the suffix, using best penmanship. Remind students to look for the sibilant sounds at the end of the word.

9. launch  launches
10. swamp  swamps
11. guess  guesses
12. island  islands
13. fizz  fizzes
14. mix  mixes
15. stitch  stitches
16. blush  blushes
Lesson 108: Digraph ĕ¢

Section A: Read the words below as follows: Even numbered students read Row 1, odd numbered students read Row 2, and everyone reads Row 3. Read it another time. This time everyone reads Row 1, even numbered students read Row 2, and the odd numbered students read Row 3. Explain any unknown words.

Row 1: value pursue glue blue
Row 2: statue continue fondue cue
Row 3: true argue rescue clue

Section B: “True Clue”

Have students choose eight of the words from Section A to write in any space of the bingo activity (one word/space). If students finish before others, have them write a sentence using one or more of the words above, on the back of this paper. (Optional: Have students share sentence later.) When students are ready to do the activity, read a clue as students use markers (beans, smarties, unifix cubes, etc.) to cover the word. Everyone can cover the “free space”. “True Clue” is made by covering three words in a row horizontally, vertically, or diagonally. Play this as many times as you desire, changing the order of the clues.

CLUES:

<table>
<thead>
<tr>
<th>value: the worth of something</th>
<th>blue: a color</th>
</tr>
</thead>
<tbody>
<tr>
<td>true: the antonym of false</td>
<td>cue: a signal</td>
</tr>
<tr>
<td>pursue: to go after someone or something</td>
<td>clue: a hint</td>
</tr>
<tr>
<td>glue: a substance used to join or fix</td>
<td>argue: to quarrel</td>
</tr>
<tr>
<td>continue: to carry on</td>
<td>rescue: to save</td>
</tr>
<tr>
<td>statue: a work of art made with wood, metal, clay, snow, etc.</td>
<td></td>
</tr>
<tr>
<td>fondue: a dish of hot liquid for dipping small pieces of food</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 109: Suffix **ous**

**Section A:** Have students read the words below as follows: You read a word and the students “echo” the word. Students should track with a finger while reading. Explain any unknown words. Read the words again as follows: Roll a die and read the row of words that many times (e.g. if you roll a three, students read the row of words three times, etc.). Suggestion: Use a die with one, two, and three on it only. Next, have students box the suffix on each word.

Row 1: thunderous rigorous glamorous venomous
Row 2: prosperous marvelous humorous vigorous
Row 3: hazardous poisonous mountainous dangerous

**Section B:** Have students partner read the story below. Then complete the last sentence AND write at least two more sentences to finish the story. Remind them to write complete sentences, correct punctuation, capitalization, and best penmanship.

“The Ridiculous Tail”

Once there was a woman rattlesnake named Scaley. She would sing with a marvelous voice and a vigorous shake of her rattle. The poisonous reptile spent her busy days trying to become a prosperous performer. The other women snakes would laugh when she sang. Scaley had a sure impression they were jealous of her hopeful talent. The humorous truth was that they thought it was a ridiculous medley. This would make Scaley nervous because ...

**sentences will vary**
Lesson 110: Assessment 11

Section A:  w or qu before a; a before l; digraphs -oa, -oe

Dictate the following words: Say the word, use it in a sentence, and then repeat the word. Students will write the word on the line. Each answer is worth 1-4 points, depending on the correct letters in each word.

1. swan    8. scald
2. croak    9. coach
3. wasp     10. wand
4. throat   11. malt
5. watch    12. swat
6. foe      13. calm
7. squad    14. boast

Section B:  Digraph –aw, -au

Have students complete the word with either digraph –aw or –au. Each correct answer is worth 2 points.

15. haunt    19. straw
16. gauze    20. outlaw
17. flaw     21. haul
18. launder  22. draw

Sections C & D:  Have students practice the isolated sounds and sight words in Sections C and D. You will listen to them after they've practiced. Words read incorrectly will be marked with an X in the box. Each correct response is worth 2 points.

*The sight words in Section D will be assessed again on Lesson 120.
Assessment 11 (Lesson 110): Students may read from this page. Mark incorrect responses on the student tests.

C Isolated Sounds

23. ōa
24. ōe
25. au
26. aw

D Sight Words

27. bought
28. mountain
29. talk
30. laugh
31. brought
32. walk
33. thought
34. daughter
35. father
36. fought
Lesson 111: The v|cv' Pattern & Letters e, o, and u

Section A: Dictate the following sentence. Remind students to use best penmanship, correct punctuation, and capitalization.

1. I am sure the mountain will erupt tomorrow.

Section B: Have students read the sentences and write the correct word that completes it, using best penmanship.

2. It was rough to _______ traffic through the busy city.
   
   - direct, humane, superb, direct

3. Please _______ the lost money.
   
   - report, erupt, remind

4. He will _______ the monkey from the dangerous explosion.
   
   - rescue, reduce, rescue, below

5. The women _______ a marvelous trip to the Atlantic Ocean.
   
   - deserve, release, because, deserve

6. The men will _______ the lunches into boxes beside the table.
   
   - divide, elect, depend

*This lesson also reviews sight words, digraph -ey, suffix -ous, and -es.

*Send Spelling List Week #23 home with students. They may write the words at school or at home. A homework tip is provided to parents.
Lesson 112: The v|cv' Pattern & Letters a and i

Section A: Have the students read the following words with a partner. Time them for two minutes. If they finish the list of words before the two minutes are up, have them read it again and again until the time is up. Explain any unknown words.

Row 1: ago salute amount about parade
Row 2: baton avoid adapt alike banana
Row 3: around aloud ahead away aboard

Sentence Sleuth

Have students use the words provided to write a complete sentence, using best penmanship, correct punctuation, and capitalization. Students may choose any words from Section A to write on #6. Encourage students to use adjectives in sentences.

Sentences will vary.

salute, parade

4. __________________________________________________________

5. __________________________________________________________

aboard, away

5. __________________________________________________________

Choose words from Section A

6. __________________________________________________________
Lesson 113: Final, Stable Syllables [cious, [tious

Section A: Have students read the following words (your choice). Explain any unknown words. Read the description in the first column and write the word in the second column. Then write the number of syllables in the third column. Do the first two together.

<table>
<thead>
<tr>
<th>Description</th>
<th>Word</th>
<th># Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonym for false</td>
<td>fictitious</td>
<td>3</td>
</tr>
<tr>
<td>Something that tastes good</td>
<td>delicious</td>
<td>3</td>
</tr>
<tr>
<td>Synonym for careful</td>
<td>cautious</td>
<td>2</td>
</tr>
<tr>
<td>A large space</td>
<td>spacious</td>
<td>2</td>
</tr>
<tr>
<td>Healthy food</td>
<td>nutritious</td>
<td>3</td>
</tr>
<tr>
<td>Antonym for nice</td>
<td>vicious</td>
<td>2</td>
</tr>
<tr>
<td>Very polite</td>
<td>gracious</td>
<td>2</td>
</tr>
<tr>
<td>Antonym for lazy</td>
<td>ambitious</td>
<td>3</td>
</tr>
</tbody>
</table>

Read-Spell-Read the following sight words with a partner. Students take turns reading, spelling, and reading the word again. Have partners mark the boxes with a check when the student completes each word.

<table>
<thead>
<tr>
<th>Read, Spell, Read</th>
<th>Read, Spell, Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>☐</td>
</tr>
<tr>
<td>thought</td>
<td>☐</td>
</tr>
<tr>
<td>mountain</td>
<td>☐</td>
</tr>
<tr>
<td>talk</td>
<td>☐</td>
</tr>
<tr>
<td>father</td>
<td>☐</td>
</tr>
<tr>
<td>brought</td>
<td>☐</td>
</tr>
<tr>
<td>through</td>
<td>☐</td>
</tr>
<tr>
<td>fought</td>
<td>☐</td>
</tr>
<tr>
<td>women</td>
<td>☐</td>
</tr>
<tr>
<td>tough</td>
<td>☐</td>
</tr>
</tbody>
</table>
Lesson 114: Sight Words, Part 9

Section A:

Echo read the sight words below as follows: Boys read a word, and girls echo it until list is completely read. Next the girls will read a word, and the boys echo it.

- poor    often    move    live    certain
- give    floor    door    climb    beautiful

Section B:

Students change one letter in each word below to make a word from Section A. Next, they write the word on the line. Do the first one together.

1. like → live
2. gave → give

Write two words from Section A that rhyme with floor.

3. floor
4. poor

Write the sight words from Section A in alphabetical order.

5. beautiful
6. certain
7. climb
8. door
9. floor
10. give
11. live
12. move
13. often
14. poor
Lesson 115: Review

Section A: Review the final /k/ sound options before doing this section. Refer to Spelling Rule Wall Card 2. Dictate the following words. Students will select ck, k, ke, or c to complete the final /k/ sound.

1. garlic 6. spike
2. flick 7. shook
3. brake 8. frantic
4. pluck 9. risk
5. traffic 10. hawk

Section B: Giraffe Graph

Have students read the words below with a partner for two minutes, taking turns on each word. On the first time, Partner A starts. Partner B begins reading on the second time through the list. Explain any unknown words.

Row 1: value money govern sewer valley
Row 2: mildew jockey wonder knew kingdom
Row 3: parsley Monday rescue brew control
~Teacher Instructions~

**Giraffe Graph**

<table>
<thead>
<tr>
<th>Row 1:</th>
<th>value</th>
<th>money</th>
<th>govern</th>
<th>sewer</th>
<th>valley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 2:</td>
<td>mildew</td>
<td>jockey</td>
<td>wonder</td>
<td>kingdom</td>
<td>knew</td>
</tr>
<tr>
<td>Row 3:</td>
<td>parsley</td>
<td>Monday</td>
<td>rescue</td>
<td>control</td>
<td>brew</td>
</tr>
</tbody>
</table>

Students will read the word and decide which column it should be graphed in, according to the target sound it has. Look at the target sound at the bottom of the graph and the color that goes with it. Students will circle the word above with that color and then fill in one section of the graph with the same color. (e.g. target sound /ue/ has green underneath it, so the word ‘value’ will be circled in green and then one section of the graph above the /ue/ sound will be filled in green.) Do the first row together, the second row with a partner, and the third row will be completed by student alone.

![Giraffe Graph](image)

**GREEN**
Digraph Sound /ū/

**RED**
Digraph Sound /ē/

**BLUE**
Digraph sound /ew/ (as in flew)

**ORANGE**
Sound /o/ (as in month)
Lesson 116: Final, Stable Syllables that Begin with ci, si, ti

Section A: Have students read the following words; you read the word first and they echo it back. Explain any unknown words.

Row 1: crucial Martian physician efficient
Row 2: social partial magician electrician
Row 3: patient initial musician optician

Section B: Choose a word from above to complete the sentence, using best penmanship. Optional: Have students work with a partner.

4. Another word for a doctor is a ____________________________
physician

5. An ____________________________ is an eye doctor.
optician

6. Write the initials of your name: ____________________________
will vary

7. A ____________________________ can do magic tricks.
magician

8. A person who works with electricity is called an ____________________________
electrician

9. To wait for your turn is to be ____________________________
patient

Magician Memory Match:

Students should cut apart the word cards. They will play with a partner. Each student will have his/her own set of cards. Each student will place his/her cards facing down, on the floor in three rows of four (in front of them). Note: Students may be able to see through paper when word cards are turned over. If you prefer, you could run the word cards on construction paper for students. Students may want to initial their cards before playing.

Challenge: Place all 24 cards face down on the floor in front of both students. Play the game according to the rules. *See rules and cards on next page.
~Teacher Instructions~

**RULES**

* Decide who goes first.
* Student will take one of his/her cards and one of his/her partner’s cards to try to make a match.
* The student should **READ** both cards and if a match is made, place both cards in a pile to the side and take another turn.
* If a match isn’t made, the other person will take his/her turn.
* The game is over when all the cards have been matched. The person with the most cards wins.

<table>
<thead>
<tr>
<th>crucial</th>
<th>Martian</th>
<th>physician</th>
</tr>
</thead>
<tbody>
<tr>
<td>efficien t</td>
<td>social</td>
<td>partial</td>
</tr>
<tr>
<td>magician</td>
<td>electrician</td>
<td>patient</td>
</tr>
</tbody>
</table>

* Send Spelling List Week #24 home today. They may write the words at school or at home. A homework tip is provided to parents.
Lesson 117: Digraphs ei, ie

Section A: Have students read the words below as follows: Girls read row 1, boys read row 2, then all read row 3. Have students read the list to self quietly, while tracking with finger. They should continue to read until you give the signal to stop. Explain any unknown words.

Row 1: veil  seize  pie  rein  receive
Row 2: chief  tie  vein  ceiling  neither
Row 3: lie  niece  thief  die  reindeer

Section B: Have students find a word above to match each picture below. Next, they need to write each word using best penmanship on the lines below.
Lesson 118: Quadrigraph eigh

Section A: Have students read the words in the box on your signal (snap, clap, tap, etc.). Read as many times as you feel necessary. Working with a partner, students will compose a sentence, using any of the words below. Sentence needs to have at least five words, at least one adjective, correct punctuation, capitalization, and written neatly. Allow five minutes. Those who finish early can compose another sentence on the back. Then have partners share their sentence with another partnership.

```
eight  weight  freight  neighbor  sleigh  eighteen
```
sentences will vary

Section B: Review digraphs ey, ew
Have the student say the name of the picture. Circle the words in the box that have the same ending sound as the picture.

```
knee  play  country  only
enjoy  Monday  buy  three
nephew  two  seesaw  your
cube  swoop  drool  walk
```

Section C: Have students unscramble the sentence below and write it correctly on the line, using best penmanship.

```
attic hear Did a in Eric’s phantom the father?
```
~Teacher Instructions~

Did Eric’s father hear a phantom in the attic?

**Section D:** Have students draw an illustration for the unscrambled sentence in the box.

**Lesson 119: The v/ccv Pattern, Part 2**

**Section A:** Have students read the words below with a partner for one minute. If students finish reading all three rows before the time is up, they should read it over again. Then put the vowel pattern and divide the words as follows: Do Row 1 as a class; Row 2 with a partner; and Row 3 alone. Give the students 4-5 minutes to complete the second and third rows. At the end of the time, go over answers together.

- **Row 1:** pa|trol’ ma|cron vi|brate a|float’
  - v|ccv v|ccv v|ccv v|ccv
- **Row 2:** co’bra a|cross’ se|cret de|clare’
  - v|ccv v|ccv v|ccv v|ccv
- **Row 3:** a|gree’ mi’grate ze’bra go’pher
  - v|ccv v|ccv v|ccv v|ccv

**Section B:** “Letters in Hiding”

Have students read the word in the shape on the left. **Outline** the letters that spell the word using a colored pencil or crayon. The letters could be together or split apart. Do the first two together and the students can do the remainder alone.

This is a review of digraph **ue**, digraph **ew**, scribal **o**, and **sight words**.

- **compass**
  - y r c b o t z m p a y s s
- **pursue**
  - p w x u r v s c d u y e z
- **woman**
  - f h w g o i k m c x a n r
- **kingdom**
  - grade 2
- **clue**

CCSD 2014
~Teacher Instructions~

p s l k u e i n g d o n m

c q r l s t z u y w v e b

i m r n p o c e u f g j h

n d s t a z x t b h u e i

Lesson 119 Continued

mildew

x m z i a s l w n d e w

b e h n c k n d o m e p w

x a t d h s r o e u g q h

e p v o q x r j a l y u e

r s z m l t o u n a g h i

m x a c n e p q i h t e w

f r e b a n t z e d o c m
Lesson 120: Assessment 20

Section A: Dictate the following words. Students will select ck, k, ke, or c to complete the final /k/ sound. Each correct answer is worth 2 points.

1. magic  
2. flock  
3. topic  
4. wick  
5. music  
6. poke  
7. prank  
8. basic  
9. wink  
10. trike

*Note: Students should practice sections B, C, and D prior to you listening to them. You will listen to them after they've practiced. Words read incorrectly will be marked with an X in the box on the student sheet. Students can read off of the teacher copy (next page).

Section B: Isolated Sounds (2 points each)
11. ew  
12. ūe  
13. ūy

Section C: Scribal o, digraphs ew, ue, and ey words (each correct response is worth 2 points each)
14. corkscrew  
15. avenue  
16. kidney  
17. barbecue  
18. consume  
19. London

Section D: Sight Words (3 points each)
21. fought  
22. daughter  
23. laugh  
24. father  
25. walk  
26. bought  
27. talk  
28. mountain  
29. thought  
30. brought  
31. sure  
32. busy  
33. woman  
34. both  
35. rough  
36. women  
37. measure  
38. tough  
39. become  
40. through
Assessment 20 Teacher Copy

*Students may read sounds and words off of this copy. Mark incorrect answers on student sheet with an x in the box.*

**Isolated Sounds**

11. □ **ew**
12. □ **üe**
13. □ **ēy**

**Sight Words**

21. □ **fought**
22. □ **daughter**
23. □ **laugh**
24. □ **father**
25. □ **walk**
26. □ **bought**
27. □ **talk**
28. □ **mountain**
29. □ **thought**
30. □ **brought**
31. □ **sure**
32. □ **busy**
33. □ **woman**
34. □ **both**
35. □ **rough**
36. □ **women**
37. □ **measure**
38. □ **tough**
39. □ **become**
40. □ **through**
~Teacher Instructions~

Lesson 121: Dropping Rule

*NOTE: Instead of using checkmarks and boxes like the lesson directs when you teach the concept, use colored dry erase markers as indicated below. Then what you do to teach the lesson will match this worksheet.

| Dropping Rule: If a word ends with a silent e, drop the e before adding the vowel suffix. |

Section A: "Good-bye E"

Do the first three together as a class, the next three with a partner, and the last four alone. Encourage students to use best penmanship.

a. If the root word ends with a silent e, circle the root word in **BLUE**

b. If the suffix is a vowel suffix, circle the suffix in **ORANGE**

c. If you have circled in **BLUE** AND **ORANGE** then drop the silent e before adding the suffix.

d. If you have circled only **ONE** color or **NO COLORS**, just add the suffix.

1. measure + -ed = **measured**

2. tough + -ness = **toughness**

3. catch + -er = **catcher**

4. ripe + -ness = **ripeness**

5. wave + -y = **wavy**
~Teacher Instructions~

a. If the root word ends with a silent e, circle the root word in BLUE.

b. If the suffix is a vowel suffix, circle the suffix in ORANGE.

c. If you have circled in BLUE AND ORANGE then drop the silent e before adding the suffix.

d. If you have circled only ONE color or NO COLORS, just add the suffix.

6. strange + -est = strangest

7. flame + -ing = flaming

8. soap + -y = soapy

9. live + -ing = living

10. rope + -ed = roped

11. wise + -est = wisest

12. fade + -ing = fading

13. climb + -er = climber

*Send Spelling List Week #25 home with the students today. They may write the words at school or at home. A homework tip is provided to parents.
Lesson 122: Long Multi-Syllable Words; Words with More Than One Affix

Section A: Read the words below together one word at a time as follows: Give students a few seconds to look at the first word and decode (think time); on your signal (snap, clap, etc.) have the class say the word; and verify the word by repeating the correct word. Prompt students to find the “root” word and underline it (give students a few seconds for each one). Discuss the answers. Continue this pattern with each word. Explain any unknown words.

Row 1: vacationers provided conceived
Row 2: performances enormously entertainment
Row 3: circumstances unexpected destruction

Section B: “Melinda’s Miracle”

Read the story to the students as they follow along with their finger. Carefully select one or two words in each sentence that you don’t read and students provide (cloze reading). Students should read the story a second time with a partner. Students will finish the story’s ending using complete sentences, correct punctuation, capitalization, and best penmanship. Encourage them to use adjectives to make sentences “smarter”. Illustrate the story when finished. (Optional: share endings with class at a later time.)
“Melinda’s Miracle”

Once on the beautiful island of Bermuda, lived a fabulous acrobat named Melinda. Her acrobatic performances became enormously popular. She provided fantastic entertainment for the people of the tropical community and the traveling vacationers. One foggy September morning, a fierce hurricane suddenly smashed into the fragile island. Within a few hours, the hazardous weather caused considerable damage. The noise of a siren raged in the distance. The unexpected destruction caused much fear and grief. Without hesitation, Melinda conceived and organized a plan to help the circumstances. She

She ________________________________

(words and illustrations will vary)

*Some words were taken from the Reading Street story, “Fire Fighter!”
Lesson 123: Final, Stable Syllable [ture

Section A: Dictation

Dictate the following words to the students. Have them write the missing letter(s) on the lines using best penmanship. You may want to use the words in a sentence.

1. signature 6. adventure
2. texture 7. vulture
3. furniture 8. moisture
4. picture 9. creature
5. sculpture 10. gesture

Section B: Sentence Sleuth

Have students use the words provided to write a complete sentence, using best penmanship, correct punctuation, and capitalization. Encourage students to use adjectives to make “smarter” sentences.

*sentences will vary

11. (both, mixture)

12. (hibernate, nature)

13. (alphabet)
~Teacher Instructions~

Lesson 124: Sight Words, Part 10

**Section A:** Have students read the sight words below on your signal (e.g. snap, clap, thumbs up, etc.). You may need to explain the meaning of any unknown words.

Row 1: touch special build caught hour
Row 2: built science course clothes heart

**Section B:** “Crack the Eggs”

Have students Read-Spell-Read the words below with a partner. Then find the egg(s) that don’t have a sight word written in them and draw a jagged line down the middle of the egg to “crack it”. Students may need to refer to the sight words in Section A.
Optional Fun Activity: Instruct students to write a complete sentence on the back using as many sight words from above (e.g. It took me an hour to build a special heart in science class.)

*Section B also has words that review digraph ei, ie; and quadrigraph eigh.
Lesson 125: Review Digraphs ei, ie; Quadrigraph eigh

Section A: Think-Pair-Share the following nonsense words. (Think and decode the nonsense word, share with a partner on your signal, say it out loud as a class on your signal.) This also reviews other sounds that have been learned.

1. pheightor  3. slightmue  5. trofectious
2. shewkey  4. dreighnoitly  6. gnashroidous

Section B: Dictation

Dictate the following sight words as students write them. You may use them in a sentence, if you choose. After dictating the words, go over the correct spelling of each word with the students, as this is only a review. Suggestion: Have students rewrite any word spelled incorrectly with a colored pencil. (Several of these words have been used in spelling lists, so this will be useful to see if students still remember how to spell them.)

7. thought
8. sure
9. through
10. become
11. father
12. mountain
13. walk
14. laugh
15. bought
16. measure
“Flower Power”

Have students color the flowers, according to the code. Suggestion: Remind students to color lightly, so the word can still be read after it has been colored.

**Color Code:**

1st pot: Purple- words where digraph *ei* says /ā/
2nd pot: Yellow- words where digraph *ēi* says /ē/
3rd pot: Pink- words where digraph *iē* says /ē/
4th pot: Orange- words where digraph *ie* says /i/
Lesson 126: Prefixes over-, pre-, under-

Section A: "Be a Prefix Pro"

Combine the prefix with the root word to make a new word. Encourage students to use best penmanship. Then read the new word. Do the first two together; the next two with a partner; and the remainder alone.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Root Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. under</td>
<td>line</td>
<td>underline</td>
</tr>
<tr>
<td>2. over</td>
<td>do</td>
<td>overdo</td>
</tr>
<tr>
<td>3. pre</td>
<td>cook</td>
<td>precook</td>
</tr>
<tr>
<td>4. under</td>
<td>water</td>
<td>underwater</td>
</tr>
<tr>
<td>5. over</td>
<td>look</td>
<td>overlook</td>
</tr>
<tr>
<td>6. pre</td>
<td>school</td>
<td>preschool</td>
</tr>
<tr>
<td>7. under</td>
<td>arm</td>
<td>underarm</td>
</tr>
<tr>
<td>8. pre</td>
<td>fix</td>
<td>prefix</td>
</tr>
<tr>
<td>9. over</td>
<td>sleep</td>
<td>oversleep</td>
</tr>
</tbody>
</table>

Section B: Have students read the sight words on your signal (snap, clap, etc.) Then have students read the words with a partner, taking turns.

Row 10: touch beautiful caught certain hour
Row 11: clothes science build climb heart
Row 12: often move give special course

Section C: Have students write in the missing letters for the sight words below using the words from Section B as a guide.

13. spe cial 17. b eauti ful 21. certain
14. b uild 18. scienc e 22. h our
15. of t en 19. clo th es
16. clim b 20. h eart
~Teacher Instructions~

**Sight Words:**
- touch
- beautiful
- caught
- certain
- hour
- clothes
- science
- build
- climb
- heart
- often
- move
- give
- special
- course

**Section D: Sentence Sleuth**

Have students write three complete sentences using the sight words from above. Encourage correct punctuation, capitalization, use of adjectives, and best penmanship.

*Sentences will vary*

23. ____________________________
24. ____________________________
25. ____________________________

*Send Spelling List Week #26 home with the students. They may write the words at school or at home. A homework tip is provided to parents.*
Lesson 127: Prefixes dis-, im-, in-, ir-, un-

Section A: "Be a Prefix Pro"

Echo read the following sentences. Then have students read with a partner for 1-2 minutes, taking turns on each sentence. Continue reading the sentences again and again until the time is up.

1. The unhappy neighbors overlooked the unsafe government building.
2. It is impolite to argue with your father about the incorrect definition.
3. Eighteen preschoolers were unable to unwrap the special science equipment.

Section B: Circle the prefix in each word. Write the root word on the line using best penmanship. Do three together as a class; the next three with a partner; and the remainder alone. Give students 4-5 minutes to complete. When finished, go over the answers. Explain any unknown words.

<table>
<thead>
<tr>
<th>Circle Prefix</th>
<th>Write Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. indirect</td>
<td>direct</td>
</tr>
<tr>
<td>5. improbable</td>
<td>probable</td>
</tr>
<tr>
<td>6. dislocate</td>
<td>locate</td>
</tr>
<tr>
<td>7. irresponsible</td>
<td>responsible</td>
</tr>
<tr>
<td>8. unscramble</td>
<td>scramble</td>
</tr>
<tr>
<td>9. disinfect</td>
<td>infect</td>
</tr>
<tr>
<td>10. uncommon</td>
<td>common</td>
</tr>
<tr>
<td>11. irregular</td>
<td>regular</td>
</tr>
<tr>
<td>12. immodest</td>
<td>modest</td>
</tr>
<tr>
<td>13. disorder</td>
<td>order</td>
</tr>
<tr>
<td>14. incomplete</td>
<td>complete</td>
</tr>
<tr>
<td>15. unbutton</td>
<td>button</td>
</tr>
</tbody>
</table>

Section C: Circle the words with prefixes in the sentences from Section A. Can you find eight words?
~Teacher Instructions~

**Lesson 128: French Endings -ice, -ile, -ine**

**Section A:** Read the words below on your signal (students should track with finger as words are read): Boys read row 1; girls read row 2; boys read row 3; girls read row 4. Read the words a second time with the girls starting and rotate to the boys, etc. Note: Explain any unknown words, as needed.

Row 1: routine medicine service gasoline
Row 2: hostile justice mobile discipline
Row 3: machine office agile examine
Row 4: marine magazine practice determine

**Section B:** “Knick, Knack, Know”

Students will play this activity with a partner; one is Partner A and the other is Partner B.

1. Partner A chooses a word and reads it out loud. If the word is read correctly, partner A puts an “A” on that word. If the word is read incorrectly, no mark is made.
2. Partner B takes a turn and does the same process as described above, except if the word is read correctly, partner B puts a “B” on that word.
3. The first partner to get three A’s or B’s in a row, is the winner (across, down, or diagonally)!
4. Proceed to another word box. Partner “B” begins the next round. Rotate person starting rounds with each new word box.
5. When one paper is completed, use the other student’s paper and continue.

**Sample:**

<table>
<thead>
<tr>
<th></th>
<th>finalist</th>
<th>vocalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>tourist</td>
<td>oysters</td>
<td>rarely</td>
</tr>
<tr>
<td>starlets</td>
<td>destroying</td>
<td>avoiding</td>
</tr>
</tbody>
</table>

Knick-Knack-Know...
3 in a row!
Partner “A” wins!
~Teacher Instructions~

Lesson 128 Continued

<table>
<thead>
<tr>
<th>pasture</th>
<th>receive</th>
<th>initial</th>
<th>pasture</th>
<th>rein</th>
<th>facial</th>
</tr>
</thead>
<tbody>
<tr>
<td>delicious</td>
<td>around</td>
<td>education</td>
<td>vicious</td>
<td>baton</td>
<td>organic</td>
</tr>
<tr>
<td>clothes</td>
<td>touch</td>
<td>built</td>
<td>special</td>
<td>build</td>
<td>live</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>lecture</th>
<th>brief</th>
<th>social</th>
<th>capture</th>
<th>shriek</th>
<th>partial</th>
</tr>
</thead>
<tbody>
<tr>
<td>cautious</td>
<td>awake</td>
<td>kangaroo</td>
<td>gracious</td>
<td>banana</td>
<td>general</td>
</tr>
<tr>
<td>caught</td>
<td>hour</td>
<td>course</td>
<td>science</td>
<td>heart</td>
<td>poor</td>
</tr>
</tbody>
</table>
Lesson 129: The v/v Pattern

Section A: Read the words as a class on your signal (snap, clap, etc.). Roll a die and students will read each line as many times as the die was rolled (e.g. the die was rolled with a ‘2’, so Row 1 is read two times).

Row 1: meow diet cruel boa
Row 2: diary Romeo quiet vacuum
Row 3: museum create violin rodeo

Section B: Alphabetize the words from Section A, using best penmanship. Do this together as several words will be alphabetized to the third letter.


Section C: Read the sentences below and write the word from Section A that completes the sentence.

16. The busy musician will wear special clothes to play the violin at the rodeo.
17. Romeo and Violet will create an underwater sculpture for the educational museum.
18. The baby boa constrictor was caught by the rough and tough lion.
19. Deon quietly wrote in her diary for one hour while her daughter vacuumed.
Lesson 130: Assessment 13

**Section A:** Digraph ay; Quadrigraph eigh

Direct students to look at the picture as it will give a clue to what the word is. Choose digraph ay or quadrigraph eigh to complete each word. Each answer is worth 1-3 points, depending on the amount of correct letters are written.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>![80]</td>
<td><strong>eighty</strong></td>
</tr>
<tr>
<td>2</td>
<td>![monkey]</td>
<td><strong>spray</strong></td>
</tr>
<tr>
<td>3</td>
<td>![playground]</td>
<td><strong>playground</strong></td>
</tr>
<tr>
<td>4</td>
<td>![scale]</td>
<td><strong>weigh</strong></td>
</tr>
<tr>
<td>5</td>
<td>![clay]</td>
<td><strong>clay</strong></td>
</tr>
</tbody>
</table>

**Section B:** Digraphs ei, ie

Have students read each word. Then write the word in the correct column according to the target sound, using best penmanship. Each correct answer is worth 3 points.

Row 6: die veins leisure thief untie
Row 7: yield protein lies field brief
Row 8: weird reins either retrieve
~Teacher Instructions~

<table>
<thead>
<tr>
<th>ei</th>
<th>ēi</th>
<th>iē</th>
<th>ĕe</th>
</tr>
</thead>
<tbody>
<tr>
<td>veins</td>
<td>leisure</td>
<td>thief</td>
<td>die</td>
</tr>
<tr>
<td>reins</td>
<td>protein</td>
<td>yield</td>
<td>untie</td>
</tr>
<tr>
<td>weird</td>
<td>field</td>
<td>lies</td>
<td></td>
</tr>
<tr>
<td>either</td>
<td>brief</td>
<td>retrieve</td>
<td></td>
</tr>
</tbody>
</table>

**Section C: Isolated Sound Quadrigraph eigh**

Have students practice the following quadrigraph and then tell you what sound it makes. An incorrect response will be marked with an X in the box on the student’s sheet. A correct response is worth 3 points.

9. eigh

**Section D: Sight Words**

Have students read the following sight words to you after they have practiced them. (Note: The italicized words were introduced in lesson 124 and haven’t been practiced as much. You can choose to assess them now or at a later date.) An incorrect response will be marked with an X in the box on the student’s sheet. Each correct answer is worth 2 points.

10. poor 14. often 18. floor 22. caught 26. special
11. move 15. door 19. give 23. heart 27. course
13. live 17. climb 21. science 25. build 29. built
Isolated Sound

9. □ eigh

Sight Words

10. □ poor
11. □ move
12. □ certain
13. □ live
14. □ often
15. □ door
16. □ beautiful
17. □ climb
18. □ floor
19. □ give
20. □ touch
21. □ science
22. □ caught
23. □ heart
24. □ hour
25. □ build
26. □ special
27. □ course
28. □ clothes
29. □ built