

Second Grade

Phonics Lessons: Letters, Words and How They Work Helpful Hints As You Plan For Instruction

--*Sources of Information* There is a wealth of information contained in the teacher's book that explains the lessons, procedures, rationales, ELL guidelines, Follow-Up, as well as the literacy concepts every second grader should know.

--*Month by Month Planning Guide* Beginning on page 36, these descriptions will help you prepare not only for the current month but also to look into what will be coming in future months. It is helpful in bringing together what the entire balanced literacy program should look like at a given point in time.

--*Consider Your Child* This is a section at the beginning of each lesson that is *very important to read*. It informs you about when children are ready for the lesson—what prior literacy experiences or behaviors should be in place.

--*Charts* made during lessons need to be displayed in the classroom. Teach students to refer to these during reading and writing to help them see the connection between how words work and how we apply this information.

Points to consider as you plan Word Work lessons:

- The priority lessons provide for approximately two lessons per week.
- Certain students may benefit from lessons not listed or from repeating the lessons. Some lessons are more appropriate for small group instruction to give students the opportunity to manipulate magnetic letters or word cards.
- The classroom teacher should give lesson instruction.
- The **Apply** activity or follow up work could be done as a center as long as an adult is available to supervise and to listen to students read their work.
- Notes by some lessons are meant to assist teachers in preparing for and delivering instruction.
- Throughout each month, lessons could be done in a different order than the list, as long as lessons within a given category are done in order (LS—1 before LS—2; but WS—3 could be done before LS—1). Check the principles taught and the skills they build on to be sure students are ready for the lesson if you choose a different order.

Second Grade Phonics-Word Work Priority Lessons—September

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—1 Letter Sound Relationships Page 71	Recognizing Beginning Consonant Clusters with <i>r</i>	<ul style="list-style-type: none"> You can hear each sound in a consonant cluster. You can hear and connect consonant clusters at the beginning of words. Knowing a consonant cluster helps you read and write words. 	Make-Say-Check-Mix	Introduces this procedure for learning words.
LS—2 Letter Sound Relationships Page 75	Identifying Words with Short Vowel Sounds	In some words: <ul style="list-style-type: none"> <i>a</i> sounds like <i>a</i> in apple or can <i>e</i> sounds like <i>e</i> in net <i>i</i> sounds like <i>i</i> in igloo or sit sounds like <i>o</i> in octopus or hot <i>u</i> sounds like <i>u</i> in umbrella or cup 	Making words	When making the word cards, put a dot on the onset cards so they are distinguishable from the rime. Don't give all kids all cards—divide them up
HF—1 High Frequency Words Page 235	Learning High Frequency Words 1	<ul style="list-style-type: none"> You see some words many times when you read. Words you see a lot are important in helping you read and write. 	Make-Say-Check-Mix	Requires an assessment of the known HF word. Use later in month to allow time to assess.
WS—1 Word Structure Page 303	Recognizing Compound Words	<ul style="list-style-type: none"> Some words are made up of two words put together and are called compound words. You can read compound words by looking at the two words. 	Making Words	
WSA—1 Word Solving Actions Page 417	Learning How to Learn Words: Buddy Study 1	<ul style="list-style-type: none"> You can make a word several times to learn the sequence of letters. 	Choose, Write, Build, Mix, Fix, Mix, Fix	Procedure needs to be taught and practiced to become routine.
WSA—2 Word Solving Actions Page 241	Learning How to Learn Words: Buddy Study 2	<ul style="list-style-type: none"> You can look at a word, say it, cover it, write it, and check it to help you learn to spell it correctly. 	Look, Say, Cover, Write, Check	Procedure taught in 1 st Grade for buddy learning and needs to continue.
WSA—3 Word Solving Actions Page 425	Learning How to Learn Words: Buddy Study 3	<ul style="list-style-type: none"> You can write a words, look at it, and try again to make it look right. You can notice and think about the parts of words that are tricky for you. 	Buddy Check	
WSA—4 Word Solving Actions Page 429	Learning How to Learn Words: Buddy Study 4	<ul style="list-style-type: none"> You can use parts of words you know to read or write new words. You can use what you know about words to read new words. 	Making Connections	
WSA—5 Page 433 Word Solving Actions	Learning How to Learn Words: Buddy Study 5	<ul style="list-style-type: none"> You can write words to see if you know them. 	Buddy Test	

Second Grade Phonics-Word Work Priority Lessons—October

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—3 Letter Sound Relationships Page 79	Identifying Words with Long Vowel Sounds	In some words: <ul style="list-style-type: none"> • <i>a</i> sounds like the <i>a</i> in name or made • <i>e</i> sounds like <i>e</i> in eat and team • <i>i</i> sounds like <i>i</i> in ice and kite • <i>o</i> sounds like <i>o</i> in go and boat • <i>u</i> sounds like <i>u</i> in use and cute 	Making Words	Rime cards are alphabetical, not by long/short vowels. They'll need to be separated since some are for other lessons.
LS—4 Letter Sound Relationships Page 83	Identifying Long and Short Vowel Sounds in Words	<ul style="list-style-type: none"> • A vowel can have a sound like its name and is called a long vowel sound. • A vowel can have a sound that is different from its name and is called a short vowel sound. 	Vowel Concentration	Have enough cards made for students to use in pairs.
SP—2 Spelling Patterns Page 169	Leaning Onsets and Rimes: <i>-ack, -ick</i>	<ul style="list-style-type: none"> • Some words have patterns that end with consonant letters. 	Word Sort	
WM—1 Word Meaning Page 273	Recognizing and Using Synonyms	<ul style="list-style-type: none"> • Some words mean about the same and are called synonyms. 	Concentration	Just write the words on cards and have enough for small groups to use.
WS—3 Word Structure Page 311	Forming Possessives	<ul style="list-style-type: none"> • A person, animal, place, or thing can own something. To show ownership, you add 's to a word. 	Making Sentences	Good for modeling (mini-lesson in Writer's Workshop) rather than having students do the activity
WS—4 Word Structure Page 315	Recognizing Syllables in Words with Double Consonants	<ul style="list-style-type: none"> • Divide the syllables between the consonants when a word has two consonants in the middle. 	Word Puzzles	Put a dot on the beginning syllable to ease the difficulty of the Apply .
WS—6 Word Structure Page 323	Forming the Past Tense by Adding <i>ed</i> --2	<ul style="list-style-type: none"> • Add <i>ed</i> to the end of a word to show that you did something in the past. • The <i>ed</i> ending has 3 sounds: /d/, /t/, /ed/. 	Three Way Sort	
WS—7 Word Structure Page 327	Recognizing Syllables in Words	<ul style="list-style-type: none"> • You can look at the syllables in a word to read it. 	Syllable Sort	Use a dot (rather than a slash) between syllables, as in dictionaries.

Second Grade Phonics-Word Work Priority Lessons—November

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—7 Letter Sound Relationships Page 99	Recognizing Words with Vowels and <i>r</i>	<ul style="list-style-type: none"> When vowels are with <i>r</i> in words, you blend the sound with <i>r</i> (car, her, stir, for, turn). 	Word Grid Game	A grid has been set up for use with r-controlled words
SP—3 Spelling Patterns Page 173	Learning the Silent <i>e</i> Pattern	<ul style="list-style-type: none"> Some words have a vowel a consonant and a silent <i>e</i> (CVCe). The vowel sound is usually long. 	Making Word Pairs	Pre-write sentence pairs for most students.
SP-4 Spelling Patterns Page 177	Learning Onsets and Rimes: <i>-ame, -ate, -ake</i>	<ul style="list-style-type: none"> Same as SP—3 	Three-Way Word Sort	
SP—5 Spelling Patterns Page 181	Learning Onsets and Rimes: <i>-ice, -ide, -ine</i>	<ul style="list-style-type: none"> Same as SP—3 	Three-Way Rhyme Sort	
HF—3 High Frequency Words Page 243	Learning High Frequency Words 3	<ul style="list-style-type: none"> You see some words many times when you read. Words you see a lot are important in helping you read and write. 	Follow the Path	Teach the game so it can be used to practice reading HF words. Program the words to fit students' needs. This could be a center or inside recess activity.
WS—9 Word Structure Page 335	Forming Plurals with <i>s</i> and <i>es</i>	<ul style="list-style-type: none"> Plural means more than one. Add <i>s</i> to some words to show you mean more than one. Add <i>es</i> to words that end in <i>x, ch, sh, s, ss, tch</i>, or <i>zz</i> to make them plural. 	Say and Sort	Revisit as needed to reinforce unusual plural forms **

** Start your chart of how to form plurals. Chart will be continued in lessons WS 19, WS 23, WS 24—See WS25 for how the chart will look by the end of the year.

Second Grade Phonics-Word Work Priority Lessons—December

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—10 Letter Sound Relationships Page 107	Recognizing Ending Consonant Clusters	<ul style="list-style-type: none"> You can hear each sound in a consonant cluster at the end of a word. You can hear and connect consonant clusters at the end of words. You can find a word by saying it and thinking about the ending sounds. Knowing an ending consonant cluster helps you read and write. 	Go Fish	The mini-lesson is more important than playing the game in the Apply .
LS—11 Letter Sound Relationships Page 111	Noticing Double Consonants in the Middle of Words	<ul style="list-style-type: none"> Sometimes two consonant letters stand for the consonant sound in the middle of a word. You can find words by saying the word and thinking about the sound in the middle. 	Follow the Path	This proceeds/provides background for syllable lessons (noticing double consonants).
SP-9 Spelling Patterns Page 197	Learning Patterns with <i>ee</i> Double Vowels	<ul style="list-style-type: none"> Some words have double vowels followed by a consonant. Sometimes the vowel sounds like its name—long sound. 	Follow the Path	CVC and CVCe should be known by this time. This game would be a good for a center.
HF—4 High Frequency Words Page 247	Learning HF Words 4	<ul style="list-style-type: none"> You see some words many times when you read. Words you see a lot are important because they help you read and write. 	Concentration	Words used should reflect HF/spelling words from the district.
WM—3 Word Meaning Page 291	Exploring Synonyms and Antonyms	<ul style="list-style-type: none"> Some words mean about the same and are called synonyms. Some words mean about the opposite and are called antonyms. 	Lotto	
WS—10 Word Structure Page 339	Understanding Contractions of <i>am</i> , <i>is</i> and <i>will</i> Phrases	<ul style="list-style-type: none"> A contraction is one word made from two words. To make a contraction, some letters are left out, put an apostrophe where the letter(s) would have been. 	Contraction Lotto	
WSA—9 Word Solving Actions Page 449	Making Connections Between Words with the Same Pattern	<ul style="list-style-type: none"> You can connect words that have the same letter patterns. 	Pattern Highlight	Making connections helps students to see how what they know helps them to solve new words.

Second Grade Phonics-Word Work Priority Lessons—January

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—13 Letter Sound Relationships Page 119	Summarizing Consonant Digraphs	<ul style="list-style-type: none"> Some clusters of consonants stand for one sound that is different from either of the letters. 	Blind Sort	
LS—14 Letter Sound Relationships Page 123	Recognizing Consonants with Two Sounds: <i>c, g, th</i>	<ul style="list-style-type: none"> Some consonants make two or more different sounds(car/city, get/gym, think/they) 	Two-Way Closed Sort	
LS—15 Letter Sound Relationships Page 127	Summarizing Consonants with Two Sounds: <i>c, g</i>	<ul style="list-style-type: none"> Some consonants make more than one sound. 	Concentration	Concentrate on <i>c & g</i> Teach the rule of <i>c/g</i> followed by <i>i</i> or <i>e</i> .
WS—12 Word Structure Page 347	Summarizing Contractions (<i>am, is, will, not, are, have, had</i>)	<ul style="list-style-type: none"> To make a contraction, two words are put together but some letters are left out. Write an apostrophe where the letters are left out. 	Word Sort	
WS—14 Word Structure Page 355	Forming Past Tense: Double the Consonant and Add <i>ed</i>	<ul style="list-style-type: none"> You add word parts to the end of words to show you did something in the past. Double the consonant before adding <i>ed</i> to CVC words. Add <i>ed</i> if the word ends with a vowel and a double consonant. 	Making Words	Apply —important, but difficult for many students. Will need teacher guidance so students see how jump/smile don't fit the pattern taught.
WS—15 Word Structure Page 359	Adding <i>-er</i> and Doubling the Consonant	<ul style="list-style-type: none"> Double the consonant and add <i>-er</i> to words ending in a short vowel and a consonant (CVC). 	Making Words	Using <i>er</i> as “one who does”: runner (not as a comparison—bigger).
WS—20 Word Structure Page 379	Forming Abbreviations	<ul style="list-style-type: none"> Some words are made shorter by using some letters and a period. They are called abbreviations. 	Abbreviation Lotto	Real life reading—signs Make a chart to refer to as needed. Skip Apply .
WSA—10 Word Solving Actions Page 453	Using Word Parts to Solve Words	<ul style="list-style-type: none"> You can use what you know about words to read new words. 	Word Ladders	Start with easy examples. **
WSA—12 Word Solving Actions Page 461	Using Letter Clusters to Solve Words	<ul style="list-style-type: none"> You can use word parts to solve words. You can look at the first and last parts of a word to read it. 	Word Grid Game	Grid will be provided.

** Share good examples—going beyond word families (changing onsets/rimes/middles). Use magnetic letters to help students see how to manipulate the letters to change the words.

Second Grade Phonics-Word Work Priority Lessons—February

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
SP—11 Spelling Patterns Page 205	Leaning Onsets and Rimes: -ail, -ain, -an	<ul style="list-style-type: none"> Some words have two vowels together. The sound of the two vowels is usually long. 	Three-Way Word Sort	
SP—12 Spelling Patterns Page 209	Learning Onsets and Rimes: -ight	<ul style="list-style-type: none"> Some words have parts (patterns) that are the same. You can find patterns in words. You can use patterns to help you read and write a word. 	Follow the Path	The mini-lesson is important the Apply is optional.
HF—6 High Frequency Words Page 255	Learning HF Words 6	<ul style="list-style-type: none"> You see some words many times when you read. Words you see a lot are important because they help you read and write. 	Word Search	
WM—4 Word Meaning Page 285	Exploring Simple Homophones 1	<ul style="list-style-type: none"> Some words sound the same but look different and have different meanings. 	Sentence Pictures	
WM—5 Word Meaning Page 289	Exploring Simple Homophones 2	<ul style="list-style-type: none"> Some words sound the same but look different and have different meanings. 	Word Grids	Word grid needs to be developed and programmed with words students know
WS—16 Word Structure Page 363	Adding Suffixes to Words Ending in y	<ul style="list-style-type: none"> You can add word parts to the end of a word to show you did something in the present or in the past. Change the y to i and add es or ed to words that end in y. 	Make and write	
WS—17 Word Structure Page 367	Forming Past Tense: Summary for ed Words	<ul style="list-style-type: none"> When you add ed to a word it sometimes sounds like: /d/, /t/, /ed/ Change the y to i and add ed. 	Three-Way Sort	
WS—18 Word Structure Page 371	Forming New Words: Summary for Adding s, ed, ing	<ul style="list-style-type: none"> You can add word parts to the end of a word to show you are doing something now or in the past. 	Make and Write	
WS—19 Word Structure Page 375	Forming Plurals with Words Ending in y	<ul style="list-style-type: none"> Change the y to i and add es to words that end in y to make them plural. 	Make and Write	Nouns are sometimes easier than verbs—could do this lesson before WS16
WSA—13 Word Solving Actions Page 465	Adding Letters to the Beginning and End of Words	<ul style="list-style-type: none"> You can add letter clusters to the beginning or end of a word to make a new word. 	Making New Words	Important for flexibility—goes beyond word families. Do in small groups.

Second Grade Phonics-Word Work Priority Lessons—March

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—16 Letter Sound Relationships Page 131	Recognizing and Using <i>ai, ay, oa, ee, ea, ow</i> Vowel Combinations	<ul style="list-style-type: none"> Some vowels go together in words and make one sound. Some vowels go together and make the long sound of the fist vowel. 	Making Words	**
LS—17 Letter Sound Relationships Page 135	Identifying Words with <i>ai, ay, ee, ea, oa, ow</i>	<ul style="list-style-type: none"> Same as LS—16 	Crazy Eights	Make multiple sets of cards to be used by small groups of students.
SP—13 Spelling Patterns Page 213	Learning about CVVC Patterns	<ul style="list-style-type: none"> Some words have two vowels together. The vowel sound is usually the name of the first vowel. 	Making Words	Use magnetic letters for manipulation of the letter/sounds.
HF—7 High Frequency Words Page 259	Learning HF Words 7	<ul style="list-style-type: none"> You see some words many times when you read. Words you see a lot are important because they help you read and write. 	Word Ladders	Important to model your thinking as you move from word to word. Start with know words.
WM—6 Word Meaning Page 293	Exploring Simple Homographs	<ul style="list-style-type: none"> Some words look the same, have a different meaning, and may sound different. 	Sentence Pictures	
WS—21 Word Structure Page 383	Adding <i>-er</i> to Words Ending in <i>y</i>	<ul style="list-style-type: none"> Change the <i>y</i> to <i>i</i> and add <i>-er</i> to words that end in <i>y</i>. 	Suffix Lotto	
WS—22 Word Structure Page 387	Forming comparatives with <i>-er</i> and <i>-est</i>	<ul style="list-style-type: none"> Add <i>-er</i> or <i>-est</i> to show how one thing compares with another. See book for spelling ‘rules’ taught 	Say and Sort	
WS—23 Word Structure Page 391	Forming Plurals for Words Ending in <i>f</i>	<ul style="list-style-type: none"> Change the <i>f</i> to <i>v</i> and add <i>es</i> to words that end in <i>f</i>, <i>fe</i>, or <i>lf</i> to make them plural. 	Make and Write	
WSA—14 Word Solving Actions Page 469	Removing Letters from the Beginning and End of Words	<ul style="list-style-type: none"> You can take away letters from the beginning of a word to make a new word. You can take away letters from the end of a word to make a new word. 	Word Pairs	In this lesson, focus on flexible use of what is known—not word families.

**Vowel patterns taught in previous LS lessons need to be revisited.

Second Grade Phonics-Word Work Priority Lessons—April

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
LS—20 Letter Sound Relationships Page 147	Recognizing Beginning and Ending Consonant Clusters	<ul style="list-style-type: none"> You can hear each sound in a consonant cluster. You can hear and connect consonant clusters at the beginning or end of words. 	Dominoes	Run the dominoes on card stock. Divide among small groups so that each group isn't bogged down by the whole set.
LS—21 Letter Sound Relationships Page 151	Recognizing Vowel Sounds: <i>ou, ow, aw</i>	<ul style="list-style-type: none"> Some letters go together and make new vowel sounds. (cow, house, paw) 	Crazy Eights	
LS—22 Letter Sound Relationships Page 155	Learning the sound of <i>a</i> as in Cake 1: <i>a-e, ay, ai</i>	<ul style="list-style-type: none"> You can hear and say the vowel in words like: make, pail, day. 	Blind Sort	**
HF—8 High Frequency Words Page 263	Learning HF Words 8	<ul style="list-style-type: none"> You see some words many times when you read. Words you see a lot are important because they help you read and write. 	Go Fish	Do in small groups to allow students to manipulate magnetic letters.
WM—7 Word Meaning Page 297	Learning about Words with Multiple Meanings	<ul style="list-style-type: none"> Some words are spelled the same, but have more than one meaning. 	Sentence Pictures	
WS—24 Word Structure Page 395	Changing Spelling to Form the Plural	<ul style="list-style-type: none"> Plural means more than one. Change the spelling of some words to make them plural. 	Lotto	
WS-25 Word Structure Page 399	Making Plural Forms: Summary	<ul style="list-style-type: none"> Review of all 'rules'. 	Sort and Write	Be sure to make and post the chart for students to reference.

** Chart of long *a* patterns will be expanded to include the LS 23 patterns. Make students aware of –eigh, -ea, -ey, -aigh that make the long a sound. The completed chart is shown in LS 23 (LS 23 is not a priority lesson).

Second Grade Phonics-Word Work Priority Lessons—May/June

Lesson/Page	Lesson Title	Principles Taught	Activity	Special Notes
HF—9 High Frequency Words Page 267	Learning HF Words 9	<ul style="list-style-type: none"> You see some words many times when you read. Words you see a lot are important because they help you read and write. 	Word Search	Could be a center activity to practice HF-words with an adult to supervise so students can read the words.

WS—26 Word Structure Page 403	Recognizing Closed Syllables	<ul style="list-style-type: none"> When a syllable ends with a vowel and at least one consonant, the syllable is closed and the vowel sound is usually short. 	Taking Words Apart	
WS—27 Word Structure Page 407	Recognizing Open Syllables	<ul style="list-style-type: none"> When a syllable ends with a vowel, the vowel is usually long and the syllable is open. 	Taking Words Apart	
WS—28 Word Structure Page 411	Recognizing Open and Closed Syllables	<ul style="list-style-type: none"> When a syllable ends with a vowel and at least one consonant, the syllable is closed and the vowel sound is usually short. (lem·on) When a syllable ends with a vowel, the vowel is usually long and the syllable is open. (ho·tel) 	Say and Sort	

*** The three WS lessons all deal with syllables. Students need to begin to understand how syllable breaks affect the sounds of vowels. This is an essential understanding to bridge student to multi-syllable words they will encounter more frequently in higher level text. This is the introduction to the concept, it will be developed in 3rd grade Word Work lessons.