

2nd Grade Spelling Lists & Word Study Lessons

Dates	Spelling Principle	Word List	High Frequency Words	Word Study Principles: F&P Phonics Lessons
9/8-9/12	<p>Match Sounds to Letters to Construct Unknown Words (2.23A)</p> <p>1. <u>Principle</u>: Writers need to know how to match sounds to letters to spell words.</p> <p>2. <u>Say</u>: "There are many words you can write by matching sounds to letters. This will help you learn to spell words."</p>	1. hand 2. tent 3. best 4. help 5. sink 6. pond 7. dust 8. lamp 9. nest 10. bump	<p><i>After this week, 5 High Frequency words will be added to the weekly list.</i></p>	<ul style="list-style-type: none"> • WSA1: Buddy Study 1 - p. 417-420 o 2.23A • WSA2: Buddy Study 2 - p. 421-424 o 2.23A • WSA3: Buddy Study 3 - p. 425-428 o 2.23A
9/15-9/19	<p>Match Sounds to Letters to Construct Unknown Words (2.23A)</p> <p>1. <u>Principle</u>: Writers need to know how to match sounds to letters to spell words.</p> <p>2. <u>Say</u>: "There are many words you can write by matching sounds to letters. This will help you learn to spell words."</p>	1. cast 2. rust 3. lost 4. milk 5. sand 6. ramp 7. mask 8. send 9. last 10. bust	11. said 12. help 13. come 14. them 15. and	<ul style="list-style-type: none"> • WSA4: Buddy Study 4 - p. 429-432 o 2.23A • WSA5: Buddy Study 5 - p. 433-436 o 2.23A • HF1: HF Words 1 - p. 235-238 o 2.2G, 2.23C o generative lesson
9/22-9/26	<p>Match Sounds to Letters to Construct Unknown Words (2.23A)</p> <p>1. <u>Principle</u>: Writers need to know how to match sounds to letters to spell words.</p> <p>2. <u>Say</u>: "There are many words you can write by matching sounds to letters. This will help you learn to spell words."</p>	1. grab 2. flag 3. plan 4. flat 5. grin 6. ship 7. plug 8. chop 9. slid 10. swim	11. some 12. has 13. little 14. house 15. went	<ul style="list-style-type: none"> • LS2: Short Vowel Sounds ** - p. 75-79 o 2.2Ai, 2.23A o generative lesson • SP1: Word Patterns - p. 165-168 o 2.2C, 2.23Biv o generative lesson • WS1: Compound Words - p. 303-306 o 2.2B o generative lesson

**** USE MULTISYLLABIC WORDS IN ORDER TO PROPERLY ADDRESS THE STANDARD!**

- Generative lessons can be repeated, as needed, by keeping the routines and changing the content.

Dates	Spelling Principle	Word List	High Frequency Words	Word Study Principles: F&P Phonics Lessons
9/29-10/3	<p>Match Sounds to Letters to Construct Unknown Words (2.23A)</p> <p>1. <u>Principle:</u> Writers need to know how to match sounds to letters to spell words.</p> <p>2. <u>Say:</u> “There are many words you can write by matching sounds to letters. This will help you learn to spell words.”</p>	<ol style="list-style-type: none"> 1. blast 2. chest 3. print 4. frog 5. flip 6. drop 7. clog 8. chin 9. plant 10. crop 	<ol style="list-style-type: none"> 11. down 12. this 13. into 14. sit 15. you 	<ul style="list-style-type: none"> • LS5: Consonant Clusters ** <ul style="list-style-type: none"> - p. 87-90 <ul style="list-style-type: none"> ○ 2.2Aii ○ generative lesson • SP2: -ack and -ick <ul style="list-style-type: none"> - p. 169-172 <ul style="list-style-type: none"> ○ 2.2C ○ generative lesson • HF2: HF Words 2 <ul style="list-style-type: none"> - p. 239-242 <ul style="list-style-type: none"> ○ 2.2G ○ generative lesson
10/6-10/10	<p>Consonant pattern dr (2.23Bi)</p> <p>1. <u>Principle:</u> Writers need to know to spell words with common patterns.</p> <p>2. <u>Say:</u> “Consonant blends are a group of two or three letters together. You can hear each sound. However, the way we say some blends makes the sounds hard to hear. ”</p>	<ol style="list-style-type: none"> 1. drive 2. drag 3. drain 4. dress 5. dry 6. drink 7. drill 8. drip 9. drum 10. drown 	<ol style="list-style-type: none"> 11. did 12. got 13. of 14. here 15. like 	<ul style="list-style-type: none"> • LS1: Consonant Clusters <ul style="list-style-type: none"> - p. 71-74 <ul style="list-style-type: none"> ○ 2.23A, 2.23Bi ○ generative lesson • WM1: Synonyms <ul style="list-style-type: none"> - p. 273-276 <ul style="list-style-type: none"> ○ 2.5C ○ generative lesson • WS3: Possessives <ul style="list-style-type: none"> - p. 311-314 <ul style="list-style-type: none"> ○ 2.22Ciii ○ generative lesson
10/13-10/17	<p>Consonant pattern tr (2.23Bi)</p> <p>1. <u>Principle:</u> Writers need to know to spell words with common patterns.</p> <p>2. <u>Say:</u> “Consonant blends are a group of two or three letters together. You can hear each sound. However, the way we say some blends makes the sounds hard to hear. ”</p>	<ol style="list-style-type: none"> 1. tree 2. troop 3. track 4. trap 5. trick 6. truck 7. trade 8. trail 9. train 10. trash 	<ol style="list-style-type: none"> 11. get 12. have 13. she 14. will 15. day 	<ul style="list-style-type: none"> • WS4: Syllables <ul style="list-style-type: none"> - p. 315-318 <ul style="list-style-type: none"> ○ 2.2Bi, 2.2Bii, 2.2Biii ○ generative lesson • WS7: Syllables <ul style="list-style-type: none"> - p. 327-330 <ul style="list-style-type: none"> ○ 2.2Bi, 2.2Biii ○ generative lesson • WSA6: Syllables <ul style="list-style-type: none"> - p. 437-440 <ul style="list-style-type: none"> ○ 2.2D, 2.2Bi, 2.2Bii ○ generative lesson

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Dates	Spelling Principle	Word List	High Frequency Words	Word Study Principles: F&P Phonics Lessons
10/20-10/24	<p>Long Vowels (2.23Biii)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with common patterns. <u>Say:</u> “The vowel sound is the same as the name of the letter in many words we read and write. This is called the long vowel sound. There are many different spelling patterns in words with a long vowel sound.” 	<ol style="list-style-type: none"> plane gold mind feel bone huge note table fire cube 	<ol style="list-style-type: none"> get have she will day 	<ul style="list-style-type: none"> LS3: Long Vowel Sounds ** <ul style="list-style-type: none"> p. 79-82 <ul style="list-style-type: none"> 2.2Ai, 2.2Biv generative lesson LS4: Long & Short Vowel Sounds ** <ul style="list-style-type: none"> p. 83-86 <ul style="list-style-type: none"> 2.2Ai, 2.2Biv generative lesson SP3: Silent e <ul style="list-style-type: none"> p. 173-176 <ul style="list-style-type: none"> 2.2Biv, 2.2C, 2.23Biii generative lesson
10/27-10/31	<p>Words with inflectional endings – ed (2.23D)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with inflectional endings. <u>Say:</u> “You can add word parts to the end of a word to show you did something in the past.” 	<ol style="list-style-type: none"> baked walked jumped looked melted rained wished planted washed burned 	<ol style="list-style-type: none"> boy girl saw came two 	<ul style="list-style-type: none"> WS5: Past Tense <ul style="list-style-type: none"> p. 319-322 <ul style="list-style-type: none"> 2.2D, 2.23D generative lesson WS6: Past Tense <ul style="list-style-type: none"> p. 323-326 <ul style="list-style-type: none"> 2.2D, 2.23D generative lesson LS6: Consonant Clusters ** <ul style="list-style-type: none"> p. 91-94 <ul style="list-style-type: none"> 2.2Aiii
11/3-11/7	<p>R-Controlled Vowels – ar and er (2.23Bii)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with r-controlled vowels. <u>Say:</u> “When vowels are with r in words, the vowel sound changes. To decide which vowel to use, you need to think about the sound but also about how the word looks.” 	<ol style="list-style-type: none"> star yard large sharp chart anger her flower after spider 	<ol style="list-style-type: none"> fish sea dog that all 	<ul style="list-style-type: none"> LS7: R-Controlled Vowels ** <ul style="list-style-type: none"> p. 95-98 <ul style="list-style-type: none"> 2.2Bv generative lesson LS8: Y Sound in Words ** <ul style="list-style-type: none"> p. 99-102 <ul style="list-style-type: none"> 2.2Ai WSA7: Words that Start the Same ** <ul style="list-style-type: none"> p. 441-444 <ul style="list-style-type: none"> 2.2Ai, 2.23B generative lesson

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Dates	Spelling Principle	Word List	High Frequency Words	Word Study Principles: F&P Phonics Lessons
11/10-11/14	<p>R-Controlled Vowels – ir and or (2.23Bii)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with r-controlled vowels. <u>Say:</u> “When vowels are with r in words, the vowel sound changes. To decide which vowel to use, you need to think about the sound but also about how the word looks.” 	<ol style="list-style-type: none"> bird first shirt girl dirt fork sport horn storm corn 	<ol style="list-style-type: none"> walk car light fast by 	<ul style="list-style-type: none"> HF3: HF Words 3 <ul style="list-style-type: none"> p. 243-246 <ul style="list-style-type: none"> 2.2G generative lesson WS9: Forming Plurals <ul style="list-style-type: none"> p. 335-338 <ul style="list-style-type: none"> 2.2D, 2.23D WS8: Syllables <ul style="list-style-type: none"> p. 331-334 <ul style="list-style-type: none"> 2.2Bi, 2.2Bii generative lesson
11/17-11/21	<p>R-Controlled Vowels – ar and ur (2.23Bii)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with r-controlled vowels. <u>Say:</u> “When vowels are with r in words, the vowel sound changes. To decide which vowel to use, you need to think about the sound but also about how the word looks.” 	<ol style="list-style-type: none"> shark start bark smart hard turn church nurse burn burst 	<ol style="list-style-type: none"> school top ran under out 	<ul style="list-style-type: none"> WM2: Antonyms <ul style="list-style-type: none"> p. 277-280 <ul style="list-style-type: none"> 2.5C generative lesson WM3: Synonyms & Antonyms <ul style="list-style-type: none"> p. 281-284 <ul style="list-style-type: none"> 2.5C generative lesson HF4: HF Words 4 <ul style="list-style-type: none"> p. 247-250 <ul style="list-style-type: none"> 2.2G generative lesson
12/1-12/5	<p>Vowel Pair – oo (2.23Biv)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with vowel pairs (digraphs). <u>Say:</u> “The vowel pair oo makes two different sounds. In some words it makes a longer sound, as in moon. In other words it makes a shorter sound, as in book.” 	<ol style="list-style-type: none"> boot loose broom soon tool cook took foot shook stood 	<ol style="list-style-type: none"> make want much his are 	<ul style="list-style-type: none"> LS9: Vowel Team oo ** <ul style="list-style-type: none"> p. 103-106 <ul style="list-style-type: none"> 2.2Aiv, 2.23Biv WSA8: Words that End the Same <ul style="list-style-type: none"> p. 445-448 <ul style="list-style-type: none"> 2.2C, 2.23B generative lesson LS13: Consonant Digraphs ** <ul style="list-style-type: none"> p. 119-122 <ul style="list-style-type: none"> 2.2Aiii generative lesson

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Dates	Spelling Principle	Word List	High Frequency Words	Word Study Principles: F&P Phonics Lessons
12/8-12/12	<p>Spelling patterns with long vowel sounds – ake and ice (2.23Biii)</p> <p>1. <u>Principle</u>: Writers need to know to spell words with common patterns.</p> <p>2. <u>Say</u>: “The vowel sound is the same as the name of the letter in many words we read and write. This is called the long vowel sound. There are many different spelling patterns in words with a long vowel sound.”</p>	<p>1. wake 2. brake 3. shake 4. take 5. snake 6. mice 7. nice 8. price 9. slice 10. twice</p>	<p>11. happy 12. food 13. with 14. take 15. three</p>	<ul style="list-style-type: none"> • SP4: -ame, -ate, -ake - p. 177-80 <ul style="list-style-type: none"> ○ 2.2Biv, 2.2C, 2.23Biii ○ generative lesson • SP5: -ice, -ide, -ine - p. 181-184 <ul style="list-style-type: none"> ○ 2.2Biv, 2.2C, 2.23Biii ○ generative lesson • HF5: HF Words 5 - p. 251-254 <ul style="list-style-type: none"> ○ 2.2G ○ generative lesson
1/5-1/9	<p>Contractions (2.23E)</p> <p>1. <u>Principle</u>: Writers need to know to spell contractions.</p> <p>2. <u>Say</u>: “A contraction is one word made from two words. To make a contraction, put two words together and leave out a letter or letters. Write an apostrophe where the letter(s) are left out.”</p>	<p>1. can't 2. don't 3. hasn't 4. didn't 5. aren't 6. isn't 7. he's 8. she's 9. that's 10. who's</p>	<p>11. along 12. keep 13. pick 14. work 15. him</p>	<ul style="list-style-type: none"> • WS10: Contractions - p. 339-342 <ul style="list-style-type: none"> ○ 2.2F, 2.23E • WS11: Contractions - p. 343-346 <ul style="list-style-type: none"> ○ 2.2F, 2.23E • LS10: Consonant Clusters ** - p. 107-110 <ul style="list-style-type: none"> ○ 2.2Aiii
1/12-1/16	<p>Hard and soft c (2.23Bi)</p> <p>1. <u>Principle</u>: Writers need to know how to spell words with hard and soft c.</p> <p>2. <u>Say</u>: “The letter c can make two different consonant sounds. It usually makes the same sound as the letter k. When c sounds like k, it is called hard-c. But sometimes c makes the same sound as s. This is called soft-c.”</p>	<p>1. candy 2. cape 3. card 4. color 5. cookie 6. city 7. cent 8. circle 9. circus 10. cereal</p>	<p>11. your 12. made 13. good 14. new 15. play</p>	<ul style="list-style-type: none"> • LS14: Consonants with Two Sounds – c, g, th - p. 123-126 <ul style="list-style-type: none"> ○ 2.2Ai, 2.23Bi • LS15: Consonants with Two Sounds – c, g, th - p. 127-130 <ul style="list-style-type: none"> ○ 2.2Ai, 2.23Bi ○ generative lesson • WSA9: Word Patterns - p. 449-452 <ul style="list-style-type: none"> ○ 2.2C, 2.23B ○ generative lesson

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Dates	Spelling Principle	Word List	High Frequency Words	Word Study Principles: F&P Phonics Lessons
1/20-1/23	<p>Hard and soft g (2.23Bi)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know how to spell words with hard and soft g. <u>Say:</u> "G can make two different consonant sounds, and they are called hard-g and soft-g. Hard-g is the g sound in gum and bug. Soft-g sounds like j. The g is soft in giraffe and at the end of cage." 	<ol style="list-style-type: none"> gate gone garden game good germ gentle giant gel gem 	<ol style="list-style-type: none"> just says home does away 	<ul style="list-style-type: none"> WSA10: Solving Words using Word Parts ** <ul style="list-style-type: none"> p. 453-456 <ul style="list-style-type: none"> 2.2A, 2.23A, 2.23B generative lesson WSA11: Solving Words ** <ul style="list-style-type: none"> p. 457-460 <ul style="list-style-type: none"> 2.2A generative lesson WSA12: Solving Words using Letter Clusters ** <ul style="list-style-type: none"> p. 461-464 <ul style="list-style-type: none"> 2.2A generative lesson
1/26-1/30	<p>Vowel Pair – oo (2.23Biv)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with vowel pairs (digraphs). <u>Say:</u> "The vowel pair oo makes two different sounds. In some words it makes a longer sound, as in moon. In other words it makes a shorter sound, as in book. " 	<ol style="list-style-type: none"> droop spook bloom choose tooth book wood look hood crook 	<ol style="list-style-type: none"> our small any give way 	<ul style="list-style-type: none"> SP10: Double Vowels - oo <ul style="list-style-type: none"> p. 201-204 <ul style="list-style-type: none"> 2.2Aiv, 2.2H, 2.23Biv SP12: Onsets & Rimes - ight <ul style="list-style-type: none"> p. 209-212 <ul style="list-style-type: none"> 2.2C, 2.23B HF6: HF Words 6 <ul style="list-style-type: none"> p. 255-258 <ul style="list-style-type: none"> 2.2G generative lesson
2/2-2/6	<p>Vowel Pair – ai (2.23Biv)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with vowel pairs (digraphs). <u>Say:</u> "Some vowels go together in words and make one sound. When there are two vowels together, they usually make the sound of the name of the first vowel. " 	<ol style="list-style-type: none"> wait snail fail mail jail rail faint brain stain plain 	<ol style="list-style-type: none"> more from over very now 	<ul style="list-style-type: none"> SP11: -ail, -ain, -an <ul style="list-style-type: none"> p. 205-208 <ul style="list-style-type: none"> 2.2C, 2.23B generative lesson WM4: Homophones <ul style="list-style-type: none"> p. 285-288 <ul style="list-style-type: none"> 2.5B generative lesson WM5: Homophones <ul style="list-style-type: none"> p. 289-292 <ul style="list-style-type: none"> 2.5B

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Dates	Spelling Principle	Word List	High Frequency Words	Word Study Principles: F&P Phonics Lessons
2/9-2/13	<p>R-Controlled Vowels – or (2.23Bii)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with r-controlled vowels. <u>Say:</u> “When vowels are with r in words, the vowel sound changes. To decide which vowel to use, you need to think about the sound but also about how the word looks. Or can make two different sounds – or as in for and er as in work.” 	<ol style="list-style-type: none"> born cord porch worn thorn worm mayor world work worst 	<ol style="list-style-type: none"> there know goes thing too 	<ul style="list-style-type: none"> WS16: Suffixes <ul style="list-style-type: none"> p. 363-366 <ul style="list-style-type: none"> 2.2D, 2.23D generative lesson WS17: Past Tense <ul style="list-style-type: none"> p. 367-370 <ul style="list-style-type: none"> 2.2D generative lesson Appendix: Prefix Lesson 1 <ul style="list-style-type: none"> p. Appendix pages 1-4 <ul style="list-style-type: none"> 2.2D generative lesson
2/17-2/20	<p>Spelling patterns with long vowel sounds – ope and oke (2.23Biii)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with common patterns. <u>Say:</u> “The vowel sound is the same as the name of the letter in many words we read and write. This is called the long vowel sound. There are many different spelling patterns in words with a long vowel sound.” 	<ol style="list-style-type: none"> slope nope rope scope hope broke choke joke poke smoke 	<ol style="list-style-type: none"> friend game grow many again 	<ul style="list-style-type: none"> SP6: -obe, -oke, -ore, -ope <ul style="list-style-type: none"> p. 185-188 <ul style="list-style-type: none"> 2.2Biv, 2.2C, 2.23Biii WS19: Plurals <ul style="list-style-type: none"> p. 375-378 <ul style="list-style-type: none"> 2.2D, 2.23D generative lesson WSA13: Changing Words <ul style="list-style-type: none"> p. 465-468 <ul style="list-style-type: none"> 2.2C, 2.23B generative lesson
2/23-2/27	<p>Contractions (2.23E)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell contractions. <u>Say:</u> “A contraction is one word made from two words. To make a contraction, put two words together and leave out a letter or letters. Write an apostrophe where the letter(s) are left out.” 	<ol style="list-style-type: none"> won't I'm there's we're you're he'll she'll I'll they'll we've 	<ol style="list-style-type: none"> each next right never saw 	<ul style="list-style-type: none"> WS12: Contractions <ul style="list-style-type: none"> p. 347-350 <ul style="list-style-type: none"> 2.23E LS18: Consonant Clusters ** <ul style="list-style-type: none"> p. 139-142 <ul style="list-style-type: none"> 2.2Aii, 2.23A generative lesson Appendix: Prefix Lesson 2 <ul style="list-style-type: none"> p. Appendix pages 5-8 <ul style="list-style-type: none"> 2.2D generative lesson

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3/2-3/6	<p>Words with inflectional endings – ing (2.23D)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with inflectional endings. <u>Say:</u> “You can add word parts to the end of a word to show you are doing something now.” 	<ol style="list-style-type: none"> talking eating helping fixing reading singing resting looking ringing parking 	<ol style="list-style-type: none"> should than who began after 	<ul style="list-style-type: none"> SP7: -ing and -ink <ul style="list-style-type: none"> p. 189-192 <ul style="list-style-type: none"> 2.23A generative lesson WS18: Adding –s, -ed, -ing <ul style="list-style-type: none"> p. 371-374 <ul style="list-style-type: none"> 2.2D, 2.23D generative lesson LS20: Consonant Clusters ** <ul style="list-style-type: none"> p. 147-150 <ul style="list-style-type: none"> 2.2Aii, 2.2Aiii
3/16-3/20	<p>Vowel Pair – ee (2.23Biv)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with vowel pairs (digraphs). <u>Say:</u> “Some vowels go together in words and make one sound. When there are two vowels together, they usually make the sound of the name of the first vowel.” 	<ol style="list-style-type: none"> speed feet teeth freeze green sleep deer keep feed sweet 	<ol style="list-style-type: none"> why about these most open 	<ul style="list-style-type: none"> LS16: -ai, -ay, -oa, -ee, -ea, -ow <ul style="list-style-type: none"> p. 131-134 <ul style="list-style-type: none"> 2.2Aiv, 2.23Biv LS17: -ai, -ay, -oa, -ee, -ea, -ow <ul style="list-style-type: none"> p. 13-138 <ul style="list-style-type: none"> 2.2Aiv generative lesson SP9: Double Vowels - ee ** <ul style="list-style-type: none"> p. 197-200 <ul style="list-style-type: none"> 2.2Aiv, 2.23Biv generative lesson
3/23-3/27	<p>Vowel Pair – ea and oa (2.23Biv)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with vowel pairs (digraphs). <u>Say:</u> “Some vowels go together in words and make one sound. When there are two vowels together, they usually make the sound of the name of the first vowel.” 	<ol style="list-style-type: none"> beach cheap reach feast tease load road coach soap toast 	<ol style="list-style-type: none"> last wait other while soon 	<ul style="list-style-type: none"> SP13: CVVC Patterns ** <ul style="list-style-type: none"> p. 213-216 <ul style="list-style-type: none"> 2.2Aiv, 2.23Biv generative lesson HF7: HF Words 7 <ul style="list-style-type: none"> p. 259-262 <ul style="list-style-type: none"> 2.23B generative lesson WSA14: Removing Letters from Words <ul style="list-style-type: none"> p. 469-472 <ul style="list-style-type: none"> 2.23B generative lesson

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Dates	Spelling Principle	Word List	High Frequency Words	Word Study Principles: F&P Phonics Lessons
3/30-4/3	<p>Diphthongs – ou (2.23Biv)</p> <ol style="list-style-type: none"> <u>Principle</u>: Writers need to know to spell words with vowel pairs (diphthongs). <u>Say</u>: “Some vowels go together in words and make a different sound.” 	<ol style="list-style-type: none"> shout found mouth bounce round count ground about sound loud 	<ol style="list-style-type: none"> why about these most open 	<ul style="list-style-type: none"> LS21: -ou, -ow, -aw ** <ul style="list-style-type: none"> p. 151-154 <ul style="list-style-type: none"> 2.2Aiv HF8: HF Words 8 <ul style="list-style-type: none"> p. 263-266 <ul style="list-style-type: none"> 2.2G, 2.23C generative lesson SP16: Consonant Clusters <ul style="list-style-type: none"> p. 225-228 <ul style="list-style-type: none"> 2.2C generative lesson
4/6-4/10	<p>Diphthongs – ow (2.23Biv)</p> <ol style="list-style-type: none"> <u>Principle</u>: Writers need to know to spell words with vowel pairs (diphthongs). <u>Say</u>: “Some vowels go together in words and make a different sound. Ow can make two different sounds – ow as in now and oh as in blow.” 	<ol style="list-style-type: none"> clown frown howl brown crowd snow glow flow show know 	<ol style="list-style-type: none"> last wait other while soon 	<ul style="list-style-type: none"> WS24: Plurals <ul style="list-style-type: none"> p. 395-398 <ul style="list-style-type: none"> 2.21Aii generative lesson WS25: Plurals <ul style="list-style-type: none"> p. 399-402 <ul style="list-style-type: none"> 2.2D, 2.21Aii, 2.23D WS20: Abbreviations <ul style="list-style-type: none"> p. 379-382 <ul style="list-style-type: none"> 2.2E
4/13-4/17	<p>Diphthongs – aw (2.23Biv)</p> <ol style="list-style-type: none"> <u>Principle</u>: Writers need to know to spell words with vowel pairs (diphthongs). <u>Say</u>: “Some vowels go together in words and make a different sound.” 	<ol style="list-style-type: none"> yawn straw saw claw paw dawn raw hawk law thaw 	<ol style="list-style-type: none"> also move mother brother please 	<ul style="list-style-type: none"> SP17: Vowel Combinations ** <ul style="list-style-type: none"> p. 229-232 <ul style="list-style-type: none"> 2.2Aiv generative lesson LS19: Consonant Clusters ** <ul style="list-style-type: none"> p. 143-146 <ul style="list-style-type: none"> 2.2Aiii generative lesson WSA15: Words that Sound the Same but Look Different <ul style="list-style-type: none"> p. 473-476 <ul style="list-style-type: none"> 2.2G generative lesson

- Generative lessons can be repeated, as needed, by keeping the routines & changing the content.

Dates	Spelling Principle	Word List	High Frequency Words	Word Study Principles: F&P Phonics Lessons
4/20-4/24	<p>Spelling patterns with long vowel sounds – ame and ate (2.23Biii)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with common patterns. <u>Say:</u> “The vowel sound is the same as the name of the letter in many words we read and write. This is called the long vowel sound. There are many different spelling patterns in words with a long vowel sound.” 	<ol style="list-style-type: none"> flame name frame blame shame skate crate state hate plate 	<ol style="list-style-type: none"> across find carry start ever 	<ul style="list-style-type: none"> SP15: Patterns with a ** <ul style="list-style-type: none"> p. 155-158 <ul style="list-style-type: none"> 2.2Aiv, 2.23Biv WS26: Closed Syllables <ul style="list-style-type: none"> p. 403-406 <ul style="list-style-type: none"> 2.2Bi generative lesson WS27: Open Syllables <ul style="list-style-type: none"> p. 407-410 <ul style="list-style-type: none"> 2.2Bii generative lesson SP14: Phonograms <ul style="list-style-type: none"> p. 217-220 <ul style="list-style-type: none"> 2.2C, 2.23B generative lesson
4/27-5/1	<p>Vowel Pair – ay (2.23Biv)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words with vowel pairs (digraphs). <u>Say:</u> “Some vowels go together in words and make one sound. When there are two vowels together, they usually make the sound of the first vowel.” 	<ol style="list-style-type: none"> stray away today spray play clay tray okay relay stay 	<ol style="list-style-type: none"> last wait other while soon 	<ul style="list-style-type: none"> LS22: -a-e, -ay, -ai ** <ul style="list-style-type: none"> p. 155-158 <ul style="list-style-type: none"> 2.2Aiv, 2.23Biv LS23: -ea, -ey, -eigh, -aigh <ul style="list-style-type: none"> p. 159-162 <ul style="list-style-type: none"> 2.2C WS28: Open & Closed Syllables <ul style="list-style-type: none"> p. 411-414 <ul style="list-style-type: none"> 2.2Bi, 2.2Bii generative lesson
<p>5/4-5/8</p> <p>5/11-5/15</p> <p>5/18-5/22</p>	<p>High-Frequency Words (2.23C)</p> <ol style="list-style-type: none"> <u>Principle:</u> Writers need to know to spell words we read and write often. <u>Say:</u> “Words you see a lot are important because they help you read and write.” 	<p>From the 2nd grade HF word list (see following page), select 50 to 100 words to administer to your students over the next three weeks.</p> <p>2.23C states that students spell high-frequency words from a commonly used list.</p>		<ul style="list-style-type: none"> WM7: Multiple Meaning Words <ul style="list-style-type: none"> p. 297-300 <ul style="list-style-type: none"> 2.2G, 2.5B WSA16: Multiple-Meaning Words <ul style="list-style-type: none"> p. 477-480 <ul style="list-style-type: none"> 2.5B generative lesson HF9: HF Words 9 <ul style="list-style-type: none"> p. 267-270 <ul style="list-style-type: none"> 2.2G, 2.23C generative lesson

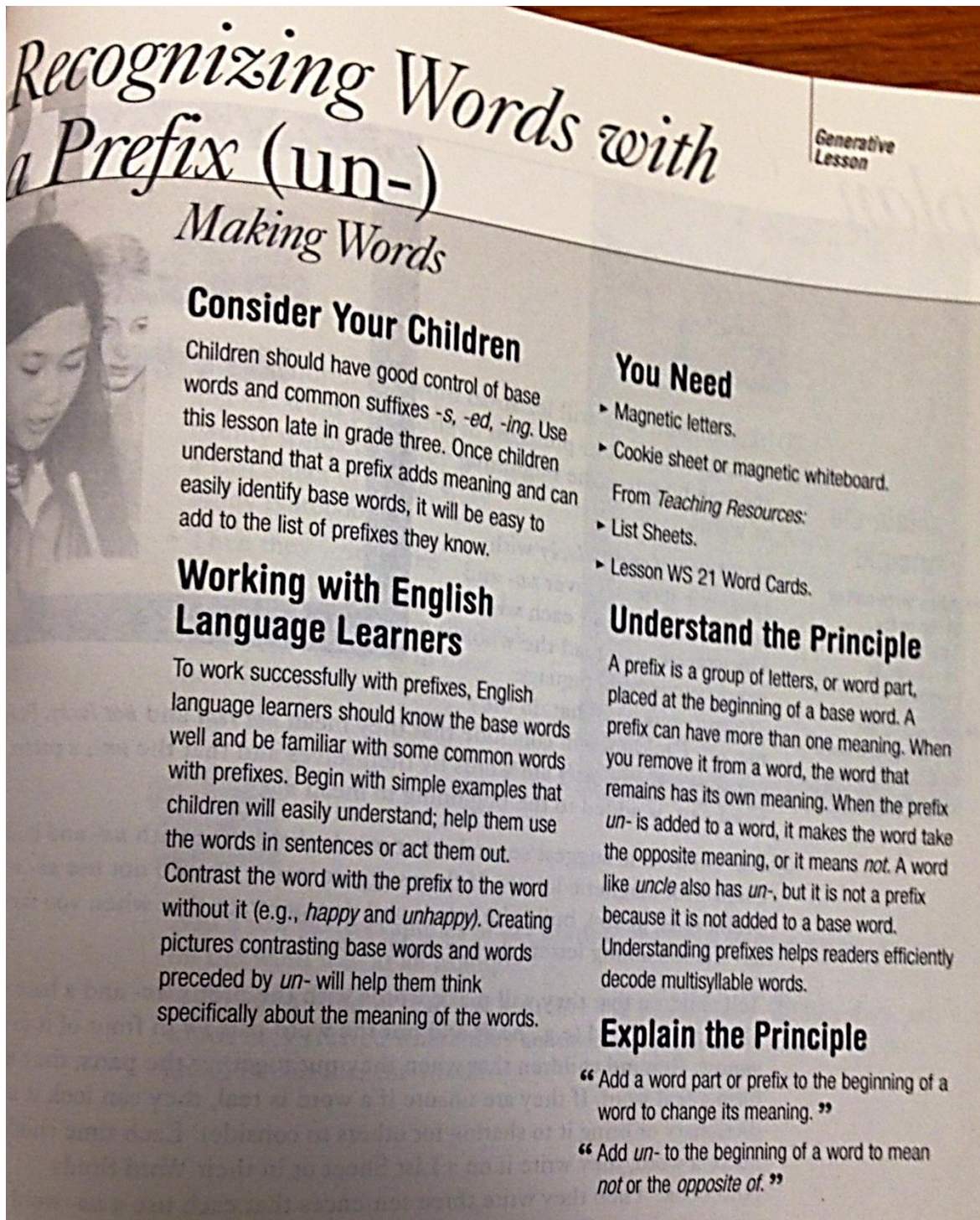
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2nd Grade High-Frequency Word List

able	does	kind	today
across	dog	knew	together
almost	done	last	tomorrow
along	door	light	top
also	during	long	until
anything	end	love	wait
around	enough	might	walk
ball	even	mom	watch
become	ever	most	week
began	everyone	move	while
behind	fast	name	why
being	first	never	work
best	fish	new	world
better	five	next	would
between	food	night	wrong
both	forgot	old	year
bring	four	only	yesterday
brother	friend	open	you're
can't	funny	own	
car	game	pick	
carry	gave	place	
cat	gone	ran	
catch	grade	read	
change	grow	room	
children	happy	round	
close	hide	same	
count	home	says	
dad	keep	school	

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Prefix Lesson 1: Appendix – Page 1



Recognizing Words with a Prefix (un-)
Making Words

Generative Lesson

Consider Your Children
Children should have good control of base words and common suffixes *-s, -ed, -ing*. Use this lesson late in grade three. Once children understand that a prefix adds meaning and can easily identify base words, it will be easy to add to the list of prefixes they know.

Working with English Language Learners
To work successfully with prefixes, English language learners should know the base words well and be familiar with some common words with prefixes. Begin with simple examples that children will easily understand; help them use the words in sentences or act them out. Contrast the word with the prefix to the word without it (e.g., *happy* and *unhappy*). Creating pictures contrasting base words and words preceded by *un-* will help them think specifically about the meaning of the words.

You Need

- ▶ Magnetic letters.
- ▶ Cookie sheet or magnetic whiteboard.

From *Teaching Resources*:

- ▶ List Sheets.
- ▶ Lesson WS 21 Word Cards.

Understand the Principle
A prefix is a group of letters, or word part, placed at the beginning of a base word. A prefix can have more than one meaning. When you remove it from a word, the word that remains has its own meaning. When the prefix *un-* is added to a word, it makes the word take the opposite meaning, or it means *not*. A word like *uncle* also has *un-*, but it is not a prefix because it is not added to a base word. Understanding prefixes helps readers efficiently decode multisyllable words.

Explain the Principle

“Add a word part or prefix to the beginning of a word to change its meaning.”

“Add *un-* to the beginning of a word to mean *not* or the *opposite of*.”

- Generative lessons can be repeated, as needed, by keeping the routines & changing the content.

Prefix Lesson 1: Appendix – Page 2

plan

teach

Explain the Principle

“Add a word part or prefix to the beginning of a word to change its meaning.”

“Add *un-* to the beginning of a word to mean *not* or the *opposite of*.”

① Tell children they will learn more about parts, or prefixes, that can be put at the beginning of words.

② Build *unreal* and *unlucky* with magnetic letters. Cover *un-* and ask children to read each word. Uncover *un-* and read the whole word. Suggested language:

“*Unreal, unlucky*. What do they mean?” Children will conclude that they mean *not real* and *not lucky*. Point out that *real* and *lucky* are words by themselves and that the *un-*, a prefix or a word part, is added to the beginning to mean *not*.

③ Ask children to suggest several other words that begin with *un-* and build them with magnetic letters. If they suggest words that do not use *un-* as a prefix (e.g., *under*), build the words and demonstrate that when you remove *un-* the remaining letters do not make a word.

④ Tell children that they will make words with the prefix *un-* and a base word. Show a base word (e.g., *pack*) and put the word part *un* in front of it to make *unpack*. Remind children that when they put together the parts, they must form a real word. If they are unsure if a word is real, they can look it up in a dictionary or bring it to sharing for others to consider. Each time children make a word, they write it on a List Sheet or in their Word Study Notebook. Then they write three sentences that each use a *un-* word on a sheet of paper or in their notebook.

un lucky
un real

- Generative lessons can be repeated, as needed, by keeping the routines & changing the content.

Prefix Lesson 1: Appendix – Page 3

apply

make word
write list
write three sentences

- ▶ Have children use word cards and *un-* word part cards to make twenty words that they write on a List Sheet or in the Word Study Notebooks.
- ▶ Then they write three sentences, each using a word with the *un-* prefix on the back of the List Sheet or in their notebooks.

share

Add a few more examples of *un-* words to the chart and put a word with *un-* on the word wall as an example.

Invite each child to read one sentence she wrote. Have children share any words they created where they are unsure if the word is real. Invite the group to consider the word.

My horse tried to *unseat* me.
Haley learned to tie and *untie* her shoes.
After our trip I had to *unpack*.

Name: AFEG List Sheet

1. <i>unlucky</i>	11. <i>unusable</i>
2. <i>unfit</i>	12. <i>unreachable</i>
3. <i>unlikely</i>	13. <i>unborn</i>
4. <i>unhated</i>	14. <i>unskilled</i>
5. <i>unlead</i>	15. <i>unwise</i>
6. <i>unembodied</i>	16. <i>unseat</i>
7. <i>unoccupied</i>	17. <i>unsteppable</i>
8. <i>unpack</i>	18. <i>unbody</i>
9. <i>unreal</i>	19. <i>unhelp</i>
10. <i>unoriginal</i>	20. <i>unlie</i>

early
mid
late

Word Structure
WS 21

- Generative lessons can be repeated, as needed, by keeping the routines & changing the content.

Prefix Lesson 1: Appendix – Page 4

Link

Interactive Read-Aloud: Read aloud books that include words with *un-* prefixes. Here are a few suggested titles:

- ▶ *Billy's Unusual Adventure* by Robert Pfeiffer
- ▶ *Annabelle's Un-Birthday* by Steven Kroll

Shared Reading: After you have read and enjoyed a poem together, have children find words that have *un-* prefixes. Have them tell the base word and highlight the prefix.

Guided Reading: When children encounter new *un-* words, show them how to look at the base word and then the prefix. During word work, make three or four base words and add *un-*.

Guided/Independent Writing: When conferring with writers, point out a word with an *un-* prefix.

assess

- ▶ Observe children's ability to decode words with the *un-* prefix.
- ▶ Ask children to write three words with the prefix *un-*.

Expand the Learning

Repeat this lesson with other prefixes (*im-*, *mis-*, *il-*, *dis-*, *non-*, *uni-*, *bi-*, *tri-*, ...)

Connect with Home

Send home four or five word cards the words with the prefix *un-*. Have children and their family members write three more sentences containing the *un-* words.

- Generative lessons can be repeated, as needed, by keeping the routines & changing the content.

Prefix Lesson 2: Appendix – Page 5

Recognizing Words with Prefix (re-)

Generative Lesson

early
mid
late

Follow the Path

Consider Your Children

Use this lesson late in the school year, after children have good control of base words and inflected endings. Understanding prefixes supports the children's ability to take apart words, learn their meaning, and spell them correctly. To add more challenge to this lesson, consider adding more prefixes, such as *pre-* or *non-*. This lesson is also helpful for expanding vocabulary.

Working with English Language Learners

Learning some simple prefixes helps English language learners rapidly expand their knowledge of English. Begin with simple examples; be sure children know the base words you use. Demonstrate adding and removing prefixes by using magnetic letters or cut-up words. Have children say the base word and the word with the prefix.

You Need

- ▶ Magnetic letters.
- ▶ Cookie sheet or magnetic whiteboard.
- ▶ Die.

From *Teaching Resources*:

- ▶ Directions for Follow the Path.
- ▶ Follow the Path game boards made from Lesson WS 22 Word List.

Understand the Principle

A prefix is a group of letters placed at the beginning of a base word. There can be more than one meaning for a prefix. When you remove a prefix from a word, a meaningful word remains. The prefix *re-* means *again* (*rewrite*). It can also mean *back* (e.g., *recall*). *In-*, *im-*, *mis-*, *pre-*, *il-*, *dis-*, *non-*, *uni-*, *bi-*, and *tri-* are common prefixes. The ability to identify common word parts helps children take apart a word, spell it, and think about its meaning.

Explain the Principle

“Add a word part or prefix to the beginning of a word to change its meaning.”

“Add *re-* to the beginning of a word to mean *do again*.”

WS 22
WORD STRUCTURE

- Generative lessons can be repeated, as needed, by keeping the routines & changing the content.

Prefix Lesson 2: Appendix – Page 6

plan

teach

Explain the Principle

“ Add a word part or prefix to the beginning of a word to change its meaning. ”

“ Add *re-* to the beginning of a word to mean *do again*. ”

- ① Tell the children they will learn more about word parts.
- ② Make *refill* and *remake* with magnetic letters.
- ③ Read the words and ask children what they mean. They will likely tell you that *refill* means *to fill again* and *remake* means *to make again*. Show children that when you take away *re-*, a base word remains.
- ④ Ask them to suggest other words that begin with *re* (meaning *again*). If children offer a word like *reason*, make it and then explain that if you take away *re-* you do not have a base word.
- ⑤ Tell children they will play Follow the Path with words that have the prefix *re-*.

re fill
re make

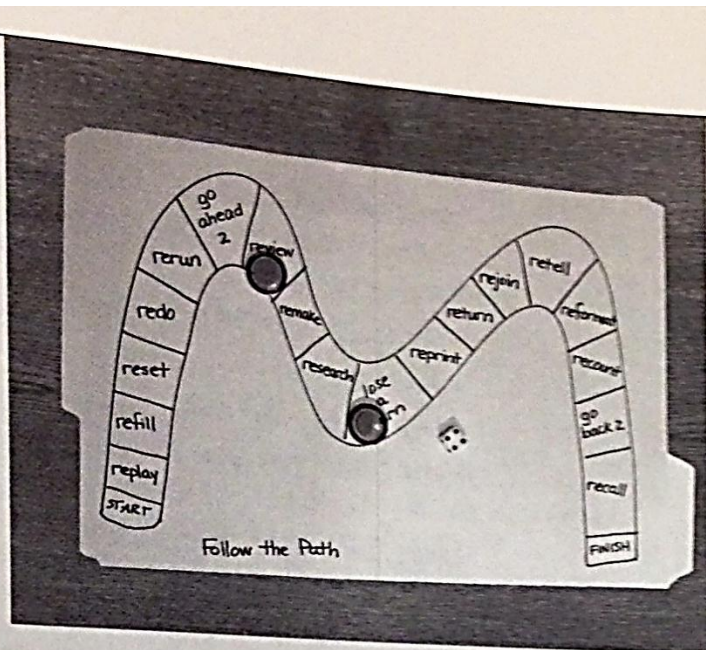
Prefix Lesson 2: Appendix – Page 7

apply

- ▶ Have the children play Follow the Path with words that have the *re-* prefix.
- ▶ On each space of the game board is a word that begins with *re-*.
- ▶ Children roll a die, move that number of spaces, read the word, and use it in a sentence. (An alternative is to leave the spaces on the path blank, and write the words on word cards that the children choose.)

share

Ask children to give a few more examples of *re-* words for the class chart. Put an example of a *re-* word on the word wall as an example.



Prefix Lesson 2: Appendix – Page 8

Link

Interactive Read-Aloud: Read aloud books that have words with *re-* prefixes. Here are a few suggested titles:

- ▶ *The Spotted Little Fish* by Jane Yolen
- ▶ *Family Reunion* by Mary Quattlebaum

Shared Reading: After reading a poem, have children find and mark two or three words with the *re-* prefix.

Guided Reading: Show children how to look for the base word and the prefix when they attempt to read unknown *re-* words.

Guided/Independent Writing: As you help children use more interesting words in their writing, point out words with the *re-* prefix.

assess

- ▶ Observe children's ability to take apart words with *re-* prefixes.
- ▶ Dictate four or five words that have *re-* prefixes and have children write them in a sentence.

Expand the Learning

Repeat this lesson or make Lesson WS 21 more challenging by adding more words that have *re-* prefixes meaning *back* (e.g., *replace*, *return*, *rebound*).

Repeat this lesson and make it more challenging by focusing on more prefixes (*dis* meaning opposite of, *non* meaning not, *mis* meaning wrong, *pre* meaning before, *uni* meaning one, *bi* meaning two, *tri* meaning three, *in* meaning not). Choose prefixes and base words that children understand and will use.

For more sophisticated learners, research a word's history and explain it in an interesting way to children.

Connect with Home

Send home a Follow the Path game board and word cards so that children can play the game with family members.

- Generative lessons can be repeated, as needed, by keeping the routines & changing the content.