

**Here's your
FREE
lesson!**



We hope you enjoy it!

Get full access to all of our lessons, join our membership at

www.onthemarkcurriculum.com

We give you the lessons, so you can do what you love! TEACH!

Join Now!



2nd Grade Spelling Program – Lessons and Worksheets Curriculum Map

A Spelling Program for a full year. This program includes the teaching guide with a strategic plan for students to *ONLY practice the words they don't know*, and NO PREP! Worksheets.

Program includes:

- 36 units organized by a sequence of spelling patterns based on sound structure, function, and meaning, as well as high-frequency vocabulary.
- A 5-day teaching plan for each unit provides the skill focus, teaching tips, word list, introductory activities, skill exercises, independent practice, challenge words and review activities.
- A wealth of remediation, enrichment, tracking, and assessment tools is also included, and all components of this program are designed for flexibility so that you can meet the diverse needs of your students within a minimum of preparation.

Blacklines:

- The blackline masters support and extend the lessons in the program.
- 36 carefully sequenced study units designed to increase student achievement in spelling.
- Each unit focuses on specific spelling patterns, as well as high-frequency vocabulary appropriate for this grade level. High-frequency words are marked with an asterisk.
- The independent word study exercises incorporate the multi sensory tasks identified as the most effective in current spelling research.

Section 1: Teacher Guide

- Instructional Approach
- Implementation of the Program
- Teaching Tip
- Word List
- Introducing the Skill Activities
- Applying the Skill Exercises
- Independent Practice Exercises
- Challenge Words: Syllabication Skills
- Review Activities
- Math Connections
- Spelling Through Writing: Cue Cards, “Have a Go” Book, Spelling Journal, Proofreading Checklist
- Modified Programming - Remediation and Enrichment

- Assessment: Self-Corrected Testing Procedure; Scoring Student Spelling; Recognizing Individual Progress; Error Analysis; Writing Records
- Recording Student Development
- Expected Learning Outcomes
- Tracking and Assessment Forms
- Scope and Sequence of Skills, Test Scores
- Booklet Cover

Section 2: Thirty Six Unit Teaching Plans

Short Vowels

Unit 2.1 Short Vowel Sound /a/

Unit 2.2 Short Vowel Sound / e/

Unit 2.3 Short Vowel Sound /i/

Unit 2.4 Short Vowel Sound /o/

Unit 2.5 Short Vowel Sound /u/

Unit 2.6 Short Vowel Review

Long Vowels

Unit 2.7 Long Vowel / a/ Spelled a, ai, a_e, ay

Unit 2.8 Long Vowel /e/ Spelled ee, ea

Unit 2.9 Long Vowel /i/ Spelled i, ie, i_e, igh

Unit 2.10 Letter y as i or e

Unit 2.11 Long Vowel /o/ Spelled o, oa, o_e, ow

Unit 2.12 Two Sounds of oo

Unit 2.13 Long Vowel /u/ Spelled ue, u_e, ew

Consonant Blends

Unit 2.14 Consonant Blends with l

Unit 2.15 Consonant Blends with r

Unit 2.16 Consonant Blends with s

Unit 2.17 Consonant Blends with sh

Unit 2.18 Consonant Digraphs with ch, sh

Unit 2.19 Consonant Digraphs with th, wh

Final Consonants

Unit 2.20 Final Consonant /k/ Spelled ck

Unit 2.21 Final Double Consonants ff, ll, ss

Unit 2.22 Final Consonants ld, ft

Unit 2.23 Final Consonants ct, lt, mp

Unit 2.24 Final Consonants nd, ng, nk, nt

"r" Controlled Vowels

Unit 2.25 "r" Controlled Vowels ar, or

Unit 2.26 "r" Controlled Vowels er, ir, ur

Diphthongs

Unit 2.27 Diphthongs oi, oy

Unit 2.28 Diphthongs ou, ow

Irregular Short Vowels

Unit 2.29 Irregular Short Vowel /o/ Spelled au, aw, all, alk

Contractions

Unit 2.30 Contractions

Suffixes

Unit 2.31 Suffix _ing

Unit 2.32 Suffix _ed

Unit 2.33 Suffixes _er, _est, _en

Plurals

Unit 2.34 Plurals

Word Endings

Unit 2.35 Change Final y to i

Unit 2.36 Word Ending _le

Section 3: Introductory Activities

Section 4: Independent Practice Exercises

Section 5: Review Activities

Section 6: Take Home Lists

Section 7: Forms for Activities and Games

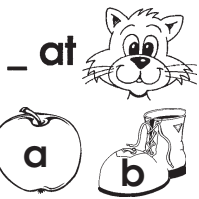
2.1

Short Vowel Sound a



Teaching Tip:

Review the differences between consonants and vowels using an alphabet chart. The vowels are **a, e, i, o, u** and sometimes **y**. Vowel sounds can be short or long. A long vowel is one in which you can hear the vowel say its name. With short vowels you do not hear the vowel say its name. Short-vowel sounds are usually spelled with just one vowel alone. **Short Vowel Rule:** If a word has one vowel at the beginning or between two consonants it is usually a short vowel sound (**Example:** bat). The letter “a” often spells the vowel sound /a/ in “sat”. **Exception:** was.



Word List:

Pattern Words

sat
ran
jam
bag
map

Sight Words
for Word Wall

can
and
that
was
have



Introducing the Skill:

1. **Oral Language:** Present each of the Pattern Words orally and ask students to listen for the vowel sound.
2. **Student Dictated Spelling:** Have students dictate the spellings of the following words one letter sound at a time: **cat, fan, had, rag, cap.**
3. **Categories - Closed Word Sort:** Present the list words and ask students to sort them under the headings **ag, am, an, ap** and **at**. Discuss what each group has in common in terms of sound and spelling.
4. **Rhyme Time Chart:** Create a Rhyme Time Chart by brainstorming and recording further words adding the headings: **ab** and **ad**. Have students copy three words from each category under these headings in their notebooks. Model page layout by folding or ruling a page in half and recording one category list on each side of the page.

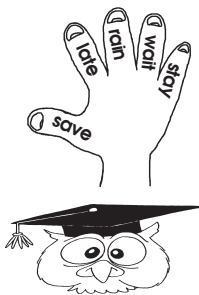


Applying the Skill:

1. **Cloze:** List a number of common consonants on the chalkboard. Have students use these consonants as the beginning sound to record new three or four letter words with the short vowel **a** sound. **Example:** b _ _ , t _ _ . They may use dictionaries or word charts as a reference. To make

this easier, give final consonants also to form a cloze activity. **Example:** p_t, c_t, c_p, t_p, p_n, m_n, j_m, h_m, and ask students to write the whole word. To add a challenge, students could use final consonants only as a guide (**Example:** _ _ t).

2. **Dictated Word Sort:** Students are to record the following words under the headings: **ab, ad, ag, am, an, ap, at:** bat, ham, cab, rag, man, tap, sad.



Independent Practice Exercises:

1. Missing Vowels
2. Word Pictures

Challenge Words:

Canada, batman



Review Activity:

Look, Cover, Think, Write, Check



Math Connection:

add

1. Spelling Strategy:

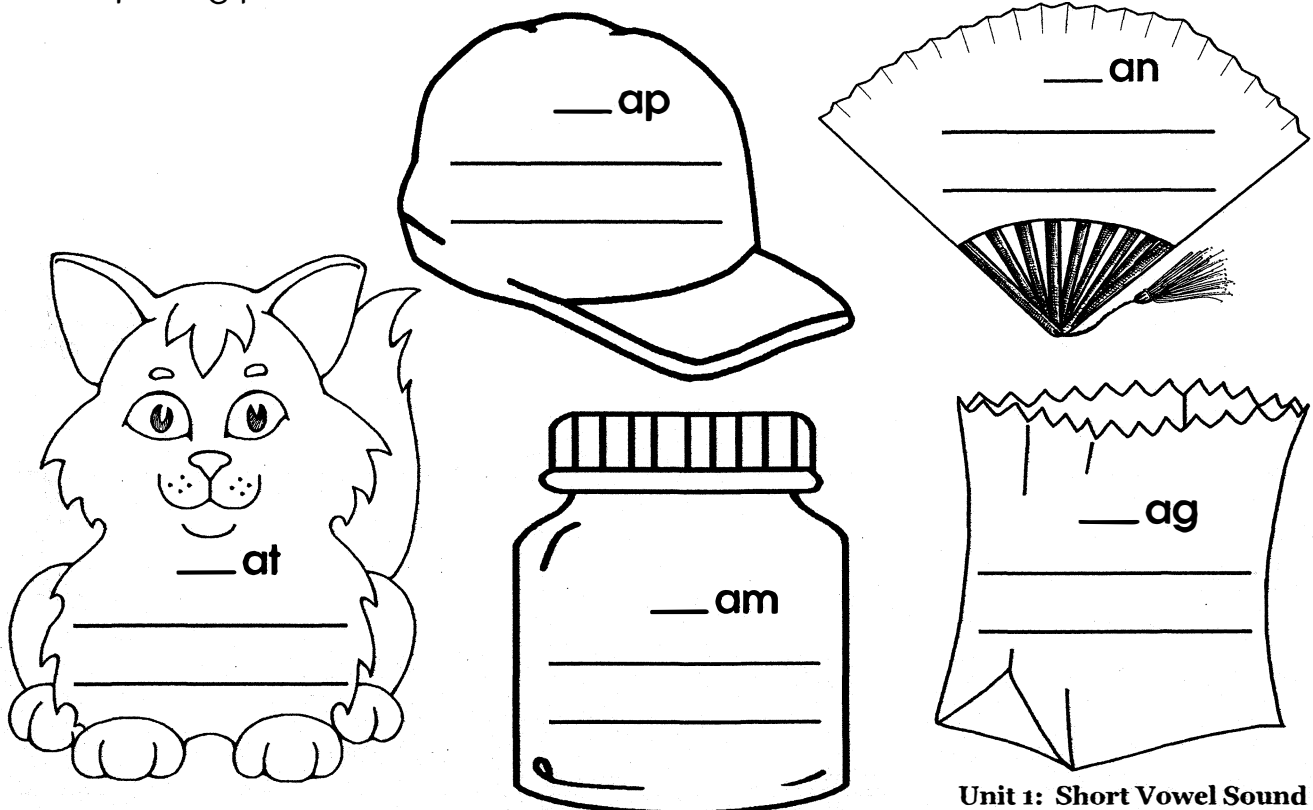
When a word has one vowel at the beginning or between two consonants it will often have a **short vowel** sound. The vowel sound in **and** and **sat** is called the **short a** sound. The short a sound may be spelled with a single letter a.

2. Word List:

Pattern Words	Sight Words	Bonus Words
sat ran jam bag map	can and that was have	hat man ham rag tap

3. Word Sort:

Write the Pattern and Bonus words in the shape with the same spelling pattern.



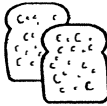
4. Sentence Puzzles:



Use list words to **finish** the sentences.

a) The cat s_____ on the .

b) I r_____ to the .

c) We like j_____ on our .

d) I have a b_____ of .

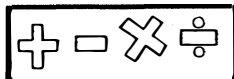
e) My  is on the m_____.

f) We h_____ two  a_____ a .

g) Did you see t_____  I made?

h) It w_____ as big as a .

5. Word Math:



Add the letters and spelling patterns to make words.

b + ag = _____ h + am = _____ c + an = _____

n + ag = _____ j + am = _____ f + an = _____

r + ag = _____ r + am = _____ m + an = _____

t + ag = _____ s + am = _____ r + an = _____

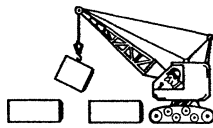
c + ap = _____ c + at = _____ b + and = _____

l + ap = _____ th + at = _____ h + and = _____

n + ap = _____ h + at = _____ l + and = _____

t + ap = _____ s + at = _____ s + and = _____

6. Word Building:



Match the letter tiles with the spelling patterns to make new words.

__ad __ag __am __an __at

a m c p n r t h b s f

7. Read and Draw:



Draw a picture to match the words. Write the words on the line.

The cat was black.

I have a can of pop.

I sat on the sand.

8. Word Shapes:

Look at the shape of the Sight words in your spelling list. Write the list word inside the shape that matches it.

and

have

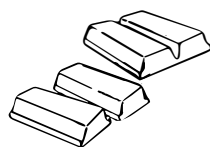
that

was

can



9. Chunk Hunt:

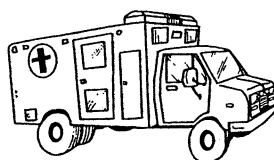


Words are made up of chunks like a candy bar. We use word chunks we know to **read** and **spell**. Look for a chunk in each word. Circle the chunks and write them on the line. Some words have more than one chunk.

Example: cabin - ab, in



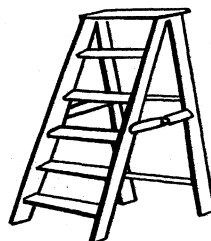
Batman _____



ambulance _____



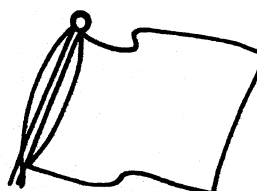
crab _____



ladder _____



apple _____



flag _____