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Daily Phonics Weekly Lesson Plans and Activities Curriculum Map

2nd Grade Phonics - 32 Weeks of Lessons!

32 weekly lessons provide a strong phonetic background. The lessons cover a wide range of skills needed to develop strong reading skills. The teaching plans and activity sheets can be used on a weekly basis or the ideas and worksheets can be used to suit students needs or they could be used for teaching ideas, reinforcing students' phonetic skills, and home study.

The lessons cover initial and final consonants; single vowels and vowel combinations; blends and digraphs in the initial and final positions; singular and plural words; syllabication; antonyms, homonyms and synonyms.

Weekly step by step instruction for the teacher with NO PREP worksheets for the students. Everything you need for a new teacher or a seasoned teacher teaching a new grade or looking for new ideas!

Each weekly plan contains an:

- Objective
- Teacher Information
- Daily Planning Ideas containing games, listening activities, stories and riddles.
- A Picture Key is provided for each worksheet that has pictures so they can be identified.
- Four Weekly Activity Worksheets focus on the concept(s) taught during the week.
- Weekly Tests are provided and could be held on the last day of the week or when it is necessary.

Teacher Instructions Include:

- List of Sequential Development Skills per week
- Instructions on how to use the lessons.
- Ways to use the weekly lesson plans and weekly activities.
- Teacher Record Sheet
- Phonics Award

Sequential Development of Skills by Week

Week 1: Review Upper and Lower Case Letters of the Alphabet

Objective: To review the recall of the letters in the upper and lower case alphabet

Week 2: Initial Consonant Review

Objective: To review the recognition of initial consonants and their sounds.

Week 3: Final Consonant Review

Objective: To review the recognition of all final consonants and their sounds. Final consonants are b, d, f, g, k, l, m, n, p, r, s, t, x, z.

Week 4: Initial and Final Consonants

Objective: To review initial and final consonants and consonant substitution.

Week 5: Single Medial Consonants; Middle and Final Double Consonants

Objective: To make students aware that a single or a pair of double consonants may be found in the middle of a word or at the end of a word.

Week 6: Short Vowel Sounds 'Aa' and 'Ii'

Objective: To make students aware of the short vowel sounds made by the letters 'Aa' and 'Ii.'

Week 7: Recognition of the Short Vowel 'Uu'

Objective: To introduce the short vowel 'u' and review the short vowels 'a' and 'i'

Week 8: Introduction of Short Vowel 'Oo'; Review of Short Vowels 'a,e,i,u'

Objective: To make students aware of the sound made by the short vowel 'Oo'

Week 9: Review of Short Vowels 'a,e,i,o,u'

Objective: To reinforce and strengthen students' word attack skills, spelling, and comprehension skills.

Week 10: Introduction of Long Vowel Sounds - a,e,i,o,u

Objective: To familiarize and review the long vowels a, e, i, o, and u and their sounds

Week 11: Long and Short Vowels in Compound Words

Objective: To make students aware that compound words contain long and short vowels.

Week 12: Syllabication in Regular and Compound Words

Objective: To teach the rules pertaining to dividing words into syllables.

Week 13: Long and Short Vowel Sounds of 'Yy'

Objective: To make students aware that the letter 'Yy' can be a vowel when it makes the long 'e' and long 'i' sound in words.

Week 14: Initial Consonant Blends: sl, st, sk, sp, sm, sn, sw

Objective: To teach the recognition of the two letter blends sl, st, sk, sp, sm, sn, sw and how to use them to identify new words.

Week 15: Initial Consonant Blends: cl, bl, fl, gl, pl, sl

Objective: To teach the recognition and usage of the two letter 'l' blends 'bl, cl, fl, gl, pl, sl.'

Week 16: Initial Consonant Blends: br, cr, dr, fr, gr, pr, tr

Objective: To introduce and reinforce the recall and usage of the 'r' blends

Week 17: Initial and Final Digraphs: sh, ch, wh, th

Objective: To teach students that words begin and end with the digraphs 'sh, ch, wh, and th.'

Week 18: Final Digraphs: ph, gh, ck, ng

Objective: To develop the recognition of the sounds made by the digraphs 'ph, gh, ck, and ng'

Week 19: 'R' Controlled Vowels: ar, er, ir, or, ur

Objective: To make students aware that the vowel sounds are sometimes controlled by the letter 'r' and that is the only sound that you may hear at the beginning, in the middle, or at the end of a word.

Week 20: Hard and Soft 'Cc' and 'Gg'

Objective: To introduce the hard and soft sounds made by the letters 'Cc' and 'Gg' and when they are heard in words

Week 21: Regular Double Vowels 'ai' and 'ay'

Objective: To make students aware of the double vowel combinations 'ai' and 'ay'

Week 22: Long 'e' Vowel Digraphs: 'ee, ea'

Objective: To make students aware of the double vowel combinations 'ee' and 'ea' and their long 'e' sound.

Week 23: Long 'i' Digraphs: igh, ie

Objective: To make students aware that the long 'i' sound can be spelled 'ie' or 'igh.'

Week 24: Vowel Digraphs 'oa, oe, ow, ue, ew'

Objective: To make students aware that the long 'o' vowel sound may be spelled 'oa', 'oe' and 'ow' and the long 'u' vowel sound may be spelled 'ue' and 'ew.'

Week 25: Vowel Digraph, Review

Objective: To reinforce the recall and usage of the long vowel digraphs in students' word attack skills.

Week 26: Diphthongs 'ou, ow, oi, oy'

Objective: To make students aware of the sounds that the vowel diphthongs 'ou, ow, oi, and oy' make in words and at the end of words.

Week 27: The Two Sounds Made by 'oo'

Objective: To make students aware that the vowel pair 'oo' makes two different sounds in words.

Week 28: Silent Consonants 'k, w, l, b'

Objective: To introduce the silent consonants seen but not heard in certain words.

Week 29: Contractions

Objective: To familiarize and make students aware that sometimes two words are shortened to one word and an apostrophe takes the place of the missing letters.

Week 30: Irregular Double Vowels: oo, ea, oi, oy, ow

Objective: To inform students that some double vowels make two sounds.

Week 31: Prefixes 're, un, dis'

Objective: To introduce the meanings and usage of the prefixes 're, un, dis.'

Week 32: Suffixes 's, es, ed, ing

Objective: To familiarize students with the rules involved in adding 's, es, ed, and ing' to the ends of root words.

Week 2: Initial Consonants

Objective: To review the recognition of initial consonants and their sounds.

Day 1: Listening for the initial consonants 'c, b, d, g, j, q, k' at the beginning of words. Record the initial consonants on a teaching device. Say any of the following words and have the students identify the letter making the sound at the beginning of each one. **Words:** 1. gorilla 2. kitchen 3. queer 4. cartoon 5. burning 6. deep, 7. jelly

Picture Key: Row 1: goat, jar, camel, dice Row 2: jail, kangaroo, banana, quilt Row 3: door, girl, key, garbage Row 4: quarter, butterfly, desk, cobweb

Activity Worksheet: Page 14 The students are to record the upper and lower case letters that represent the beginning sound heard in each word. **Answer Key:** Row 1: Gg, Jj, Cc, Dd Row 2: Jj, Kk, Bb, Qq Row 3: Dd, Gg, Kk, Gg Row 4: Qq, Bb, Dd, Cc

Day 2: Listening for the initial consonants 'h, l, f, p, y, m, n.' Record the initial consonants on a teaching device. Below the consonants record the following word endings. 1. ___ ap 2. ___ ose 3. ___ oot 4. ___ amp 5. ___ ork 6. ___ ard 7. ___ op **Clues:** 1. It is used to find places to visit. (map) 2. You breathe in air with it. (nose) 3. An owl makes this sound. (hoot) 4. It lights up a dark room. (lamp) 5. It is used for eating food. (fork) 6. It is a place where children like to play. (yard) 7. It is a loud sound. (pop)

Picture Key: Row 1: needle, match, feather, penguin Row 2: lemon, horse, lips, yolk Row 3: mice, nose, leopard, nut Row 4: yawn, pumpkin, finger, hammer

Activity Worksheet: Page 15 The students are to record the upper and lower case letters that represent the beginning sound heard in each word. **Answer Key:** Row 1: Nn, Mm, Ff, Pp Row 2: Ll, Hh, Ll, Yy Row 3: Mm, Nn, Ll, Nn Row 4: Yy, Pp, Ff, Hh

Day 3: Recalling the sounds of the initial consonants 'r, s, t, v, w, x, z.' Have your students listen to the following groups of words and locate the one that doesn't belong because it does not begin the same way.

Word Groups: 1. zoo, zip, soap, zero 2. tomato, turnip, toast, butter 3. candies, violin, vase, vinegar 4. window, vine, water, wish 5. rooster, rodeo, turtle, roof 6. seal, seven, soap, xylophone 7. yard, yarn, x-ray, year

Picture Key: Row 1: wind, table, valentine, yarn Row 2: singing, rocket, zebra, witch Row 3: violin, yolk, saddle, turtle Row 4: tire, watch, rooster, zipper

Activity Worksheet: Page 16 The students are to record the upper and lower case letters that represent the beginning sound heard in each word on the line in each box. **Answer Key:** Row 1: Ww, Tt, Vv, Yy Row 2: Ss, Rr, Zz, Ww Row 3: Vv, Yy, Ss, Tt Row 4: Tt, Ww, Rr, Zz

Day 4: Review the initial consonant sounds using these groups of words. What letter is making the sound at the beginning of each of the words in this group? **Groups of Words:** 1. tears, tiger, tail (Tt) 2. village, vine, vest (Vv) 3. notes, nuts, nails (Nn) 4. pole, push, pipe (Pp) 5. rest, ribbon, rob (Rr) 6. lips, legs, lions (Ll) 7. keg, kettle, kid (Kk) 8. jay, jab, juicy (Jj) 9. gift, gull, gum (Gg) 10. deck, door, desk

Picture Key: Row 1: kite, bed, leg, gift Row 2: farm, mug, corn, queen Row 3: pig, jeans, nail, rock Row 4: vest, tire, worm, desk

Activity Worksheet: Page 17 The students will complete each word with the correct initial consonant. **Answer Key:** Row 1: k, b, l, g Row 2: f, m, c, q or qu 3. p, j, n, r Row 4: v, t, w, d

Day 5: Auditory Test on the Recognition of Initial Consonants Page 18 Students are to record the initial consonant heard at the beginning of each word said by the teacher on the line.

Words: 1. monster 2. turnip 3. vegetables 4. quarter 5. number 6. potatoes 7. kettle 8. reader 9. jelly 10. hug 11. lemon 12. goose 13. daisy 14. cabin 15. fight 16. bush 17. wise 18. zip 19. xylophone 20. seal 21. year

Answer Key: 1. m 2. t 3. v 4. q or qu 5. n 6. p 7. k 8. r 9. j 10. h 11. l 12. g 13. d 14. c 15. f 16. b 17. w 18. z 19. x 20. s 21. y

B. Visual Discrimination Test: The students will record the sound heard at the beginning of each picture.

Picture Key: Row 1: toe, vine, monkey, web, lantern Row 2: kitten, pumpkin, yoyo, jeep, zero Row 3: gate, ruler, house, quilt, dice Row 4: cat, sack, bone, neck, foot

Answer Key: Row 1: t, v, m, w, l Row 2: k, p, y, j, z Row 3: g, r, h, q or qu, d Row 4: c, s, b, n, f



Name: _____

Day 1

Week 2

Each initial consonant makes its **own sound** at the **beginning** of words.

Listen for and print the **upper case** and **lower case** letter that makes the beginning sound for each picture on the line under each one.



Cc

Bb

Dd

Gg

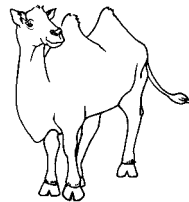
Jj

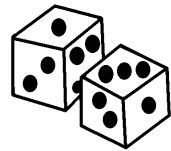
Qq

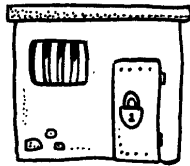
Kk



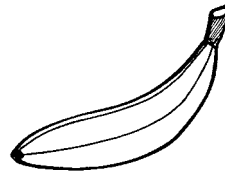


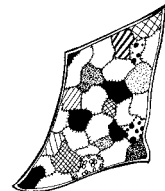






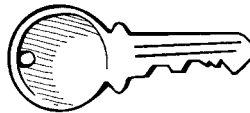








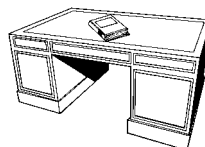


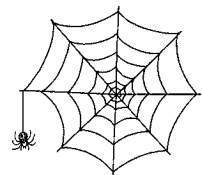












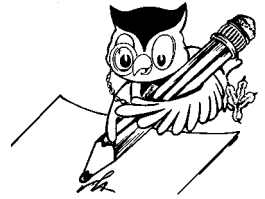
Name: _____

Day 2

Week 2

Each initial consonant makes its **own sound** at the **beginning** of words.

Listen for and print the **upper case** and **lower case** letter that makes the beginning sound for each picture on the line below each one.



Hh

Ll

Ff

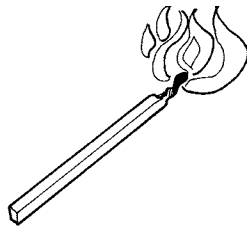
Pp

Yy

Mm

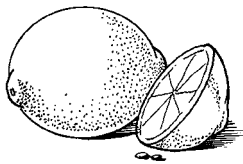
Nn

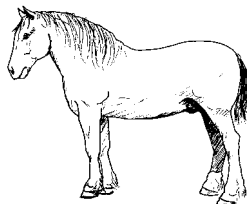


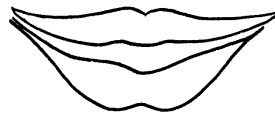








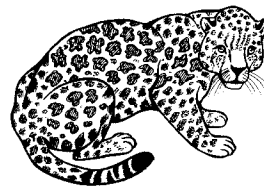


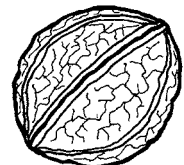








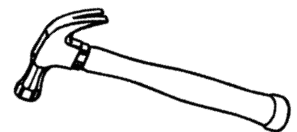














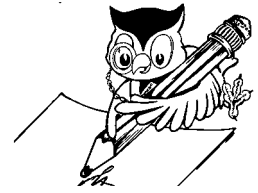
Name: _____

Day 3

Week 2

Each initial consonant makes its **own sound** at the **beginning** of words.

Listen for and print the **upper case** and **lower case** letter that makes the beginning sound for each picture on the line below each one.



Rr

Ss

Tt

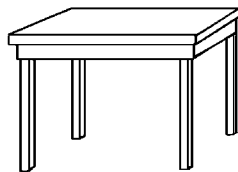
Vv

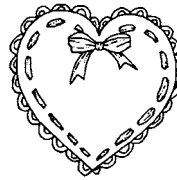
Ww

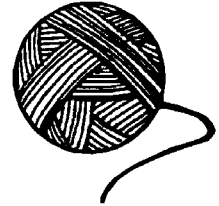
Xx

Zz



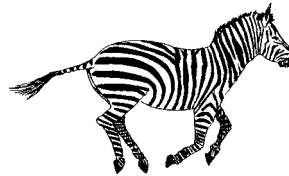










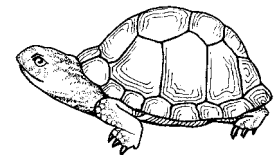


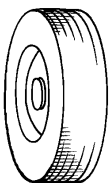






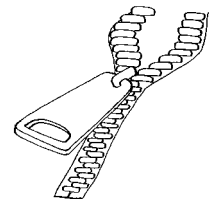












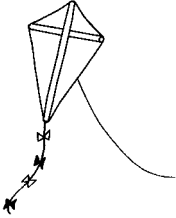


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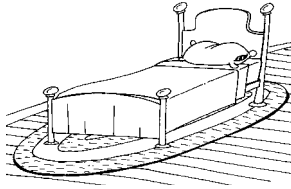
Day 4 | Week 2

How well do you know the initial consonants?

Record the letter that makes the beginning sound heard in each picture and its word.



___ ite



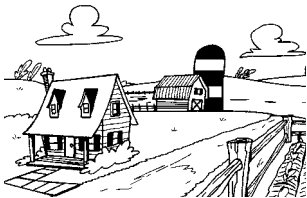
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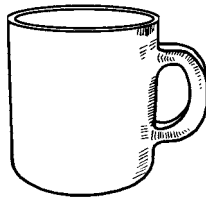
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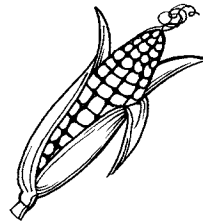
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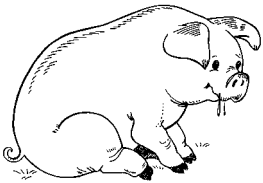
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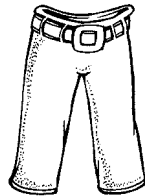
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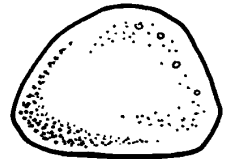
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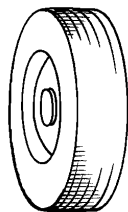
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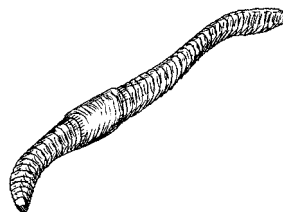
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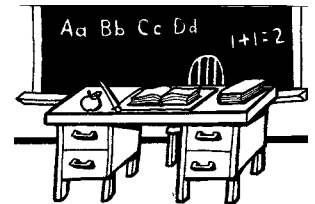
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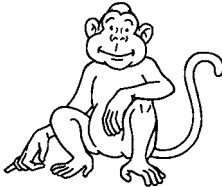
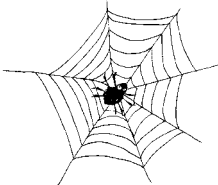
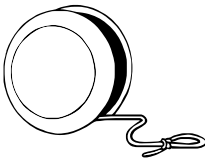
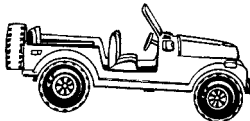
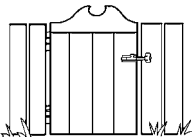
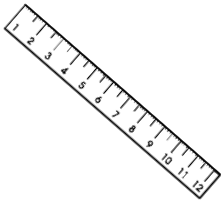
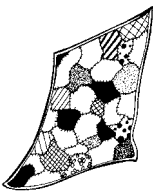
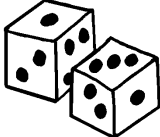
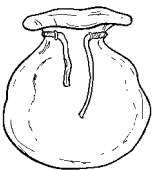
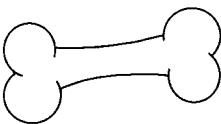
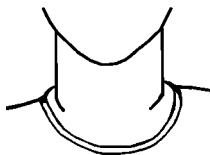
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Day 5 | Week 2

A, Auditory Test on the Recognition of the Initial Consonants and Their Sounds

1. _____	2. _____	3. _____	4. _____	5. _____	6. _____	7. _____
8. _____	9. _____	10. _____	11. _____	12. _____	13. _____	14. _____
15. _____	16. _____	17. _____	18. _____	19. _____	20. _____	21. _____

B. Visual Discrimination Test on the Initial Consonants and Their Sounds

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____

