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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 8: Introduction of the Short Vowel 'Oo' ; Review of Short Vowels 'Aa, Ee, Ii, Uu'

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

Day 1: Introduce the short vowel 'o' using this story called 'The Otter Pups.' Olive and Ollie are otter pups. They live in a den called a holt on the rocky bank of a long river. Olive and Ollie love to frolic and flop in the river at a favourite spot. They often travel down a long waterslide that they made at the edge of the river. Olive and Ollie like to toss around and bat about small rocks while playing or use them to break open shellfish. The Otter Pups also eat fish and frogs. Record the word 'otter' on a chart and discuss the initial sound. What sound do you see at the beginning of 'otter?' (o) What does the letter 'o' say? (aw) Explain that this is the sound made by the short vowel 'o' in words. Have the students listen to each sentence of the story again for words that contain the short vowel 'o' and then record them on the chart.

Picture Key: Row 1: block, pen, sock, apple, fish Row 2: crab, fox, duck, mop, top Row 3: box, candle, rock, elf, dog Row 4: pig, frog, log, skunk, gift

Activity Worksheet: Page 50 The students are to underline and colour only the pictures with the short vowel 'o.' **Answer Key:** Row 1: block, sock Row 2: fox, mop, top Row 3: box, rock, dog Row 4: frog, log

Day 2: Review all the short vowel sounds using this listening activity. The students are to listen to each word that you say and then tell the vowel sound heard in each one. **Words:** 1. cloth (ö) 2. prance (ä) 3. melt (ě) 4. dock (ö) 5. fluffy (ů) 6. pinch (ĭ) 7. bench (ě) 8. thump (ũ) 9. foggy (ö) 10. dull (ũ) 11. song (ö) 12. hunk (ũ)

Picture Key: Row 1: pot, mop, log, top Row 2: dog, box, fox, hop

Activity Worksheet: Page 51 The students are to spell the word for each picture and print it on the line. The words are then to be used to complete the sentences. **Answer Key:** Pictures: pot, mop, log, top Row 2: dog, box, fox, hop Sentences: 1. hop 2. top 3. log 4. mop 5. pot 6. fox 7. box 8. dog

Day 3: Review the five short vowels with this activity. On a chart print the following words leaving room for circling. **Words:** pit; win; smell; flap; bong; ham; thud; rob Have the students look at and read the words on the chart. Then have them circle the word that means: 1. a deep hole (pit) 2. to steal things or money (rob) 3. a kind of meat (ham) 4. a loud sound (thud) 5. to beat someone in a game (win) 6. to breathe with your nose (smell) 7. birds do this with their wings (flap) 8. a loud sound made by a big clock (bong)

Picture Key: Row 1: sock, pump, raft, nest Row 2: tent, grin, log, mug

Activity Worksheet: Page 52 The students are to spell the word for each picture and then use the words to complete the sentences. **Answer Key:** Pictures - Row 1: sock, pump, raft, nest Row 2: tent, grin, log, mug Sentences: 1. pump 2. raft 3. sock 4. mug 5. log 6. nest 7. grin 8. tent

Day 4: Review the short vowels 'a, e, i, o and u' using this activity. Record the five vowels down one side of a chart. The students are to listen to the words that you say and classify them to the vowel sounds heard inside each one on the chart. **Words:** 1. puck (ũ) 2. lock (ö) 3. trash (ă) 4. spell (ě) 5. prince (ĭ) 6. thump (ũ) 7. flop (ö) 8. stand (ă) 9. bench (ě) 10. jingle (ĭ)

Activity Worksheet: Page 53 The students are to record the missing word in each sentence using the words in the Word Box. **Answer Key:** 1. black, trot 2. Bugs trash 3. pick, pear 4. dug, mud 5. read, big 6. hut, shut 7. wind, off 8. cross, busy 9. big, bunch 10. bear, den 11. fun, rink 12. lamp, bed

Day 5: Auditory Test on the Recognition of the Short Vowel Sounds 'a, e, i, o, and u' Page 54

Instructions: I am going to say a word and you are to circle the vowel sound that you hear in it.

Words: 1. pant 2. wrist 3. cloth 4. buzzer 5. feather 6. print 7. wrong 8. trust 9. press

Answer Key: 1. a 2. i 3. o 4. u 5. e 6. i 7. o 8. u 9. e

Visual Discrimination Test on the Short Vowels 'a, e, i, o, u': Students are to record the missing vowel sound in each word to match each picture. **Picture Key:** Row 1: trash, milk, clock, rug Row 2: shell, grass, gift, frog Row 3: trunk, belt, crab, king **Answer Key:** Row 1: a, i, o, u Row 2: e, a, i, o Row 3: u, e, a, i



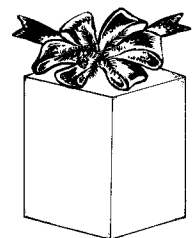
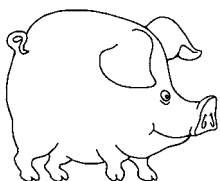
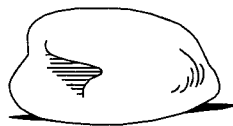
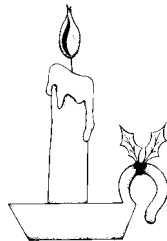
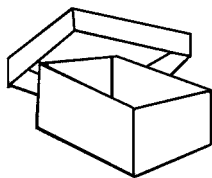
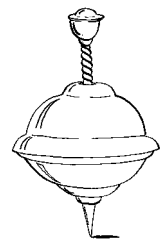
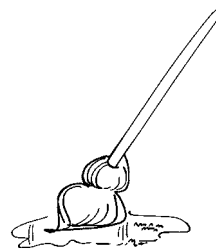
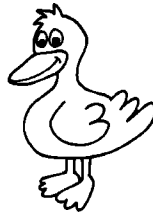
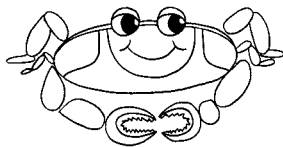
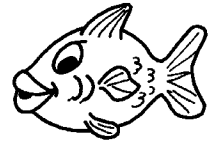
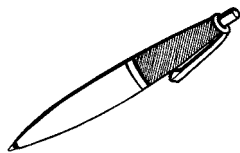
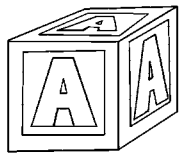
Name: _____

Day 1 | Week 8

The short vowel 'o' is also found in many words.

Examples: cot, log, fox, drop

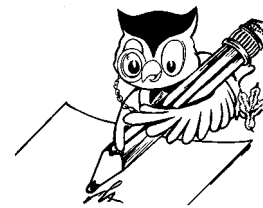
Underline and **colour** all of the pictures in the boxes that have the **short vowel 'o'** sound.

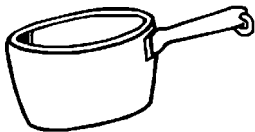
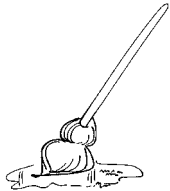
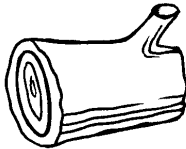
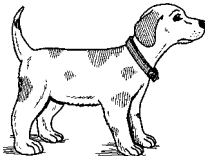
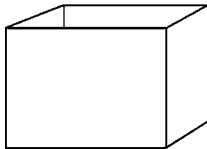
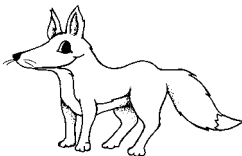


Name: _____

Day 2 | Week 8

Now that you know the sound that the **short 'o'** says, **spell** the word that matches each picture on the line in each box.



 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

Use the words that you made and print them in the sentences.

1. The rabbit was hurt and it could only _____ on three legs.
2. The boy made the _____ spin very fast on the floor.
3. Under the _____ lived a black and white animal that was smelly.
4. Please use the dust _____ to clean the floor in your bedroom.
5. On the stove sat a _____ full of very hot water.
6. The _____ hid behind the barn so the chickens could not see him.
7. Please put all of your toys in the toy _____ now!
8. The _____ happily wagged its tail when he found a bone.



Name: _____

Day 3 | Week 8



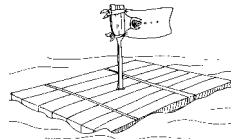
The **sounds** that the **vowels** make help us to know what words say and help us to spell them.

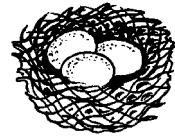
The short vowel sounds 'a, e, i, o, and u' are used in many words.

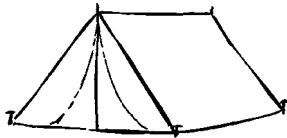
Use these sounds to spell the word for each picture. Then complete each sentence with the correct word.



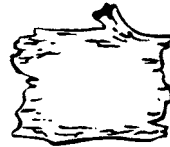


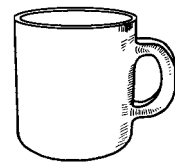










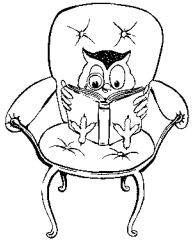


1. A _____ is able to bring cold water from a well to drink.
2. The two boys sailed quickly on the river with their _____.
3. The boy could only find one _____ in his chest.
4. My _____ is full of hot chocolate to drink.
5. The old _____ was a home for two little chipmunks.
6. The robin laid three blue eggs in her _____ in the maple tree.
7. The little boy had a happy _____ on his face when he won the race.
8. The _____ was set up in a big park near a river.



Name: _____

Day 4 | Week 8



Knowing the **short vowel sounds** helps you to read and spell words easily.

Use the words found in the **Word Box** to complete each of the following sentences.

Word Box

bugs pear read shut black trash big trot mud wind pick busy
hut dug cross bear fun lamp den rink bed big off bunch

1. I watched the big _____ horse _____ across the road.
2. _____ like to crawl in _____ bins for something to eat.
3. I will _____ the big yellow _____ from the tree to eat.
4. The little pup _____ a hole in the wet _____.
5. I _____ a good book while I sat in the _____ chair.
6. We sat in the _____ with the door _____ to keep warm.
7. The _____ blew all the leaves _____ the trees.
8. Look both ways before you _____ a _____ street.
9. The monkey ate a _____ of bananas.
10. The _____ was asleep in its _____ in the big cave.
11. We had _____ at the _____ playing hockey.
12. Turn off the _____ before you go to _____.



Name: _____

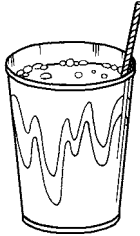
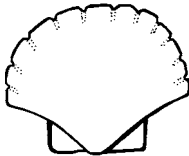
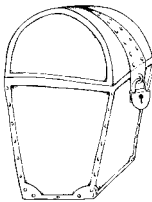
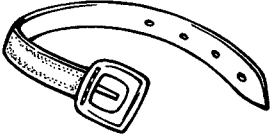
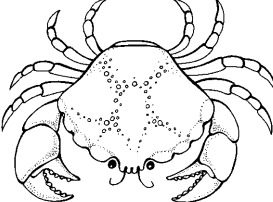
Day 5

Week 8

A. Auditory Test on the Short Vowels 'a, e, i, o, u'

1. a e i o u	2. a e i o u	3. a e i o u
4. a e i o u	5. a e i o u	6. a e i o u
7. a e i o u	8. a e i o u	9. a e i o u

B. Visual Discrimination Test on the Short Vowels 'a, e, i, o, u'

 tr ____ sh	 m ____ lk	 cl ____ ck	 r ____ g
 sh ____ ll	 gr ____ ss	 g ____ ft	 fr ____ g
 tr ____ nk	 b ____ lt	 cr ____ b	 k ____ ng