

## Daily Phonics Weekly Lesson Plans and Activities Curriculum Map

### 2<sup>nd</sup> 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

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### 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 12: Syllabication in Regular and Compound Words

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

**Day 1:** Record the following words on a chart: hop, fat, cub, set, find. Discuss how these words are similar. (They all have one vowel and one word part called a syllable) Do they have the same vowel sound inside? (No) Which word has a different vowel sound? (find) Why is it different? (It has a long vowel while the other words have short vowels.) Record the following words on a chart: mitten, golden, chipmunk, button, elbow. Discuss how these words are similar. (They all have two word parts or syllables and two vowels. Do all the vowels make the same sound? (No, they make different sounds.) What is found in each word part? (a vowel) What have you learned today about words. (A word that has one vowel heard has one syllable. A word with two vowels heard has two syllables.)

**Picture Key:** Row 1: clock, monkey, spider, dime Row 2: button, mitten, vine, zebra Row 3: beehive, snowman, bike, rowboat

**Activity Worksheet:** Page 74 The students are to record the number of syllables heard in each word.

**Answer Key:** Row 1: 1, 2, 2, 1 Row 2: 2, 2, 1, 2 Row 3: 2, 2, 1, 2

**Day 2:** Record the following words on a chart: zipper, basket. Discuss how these words are the same. (Each one has two syllables.) Clap the word 'zipper.' Where would you divide this word into syllables, (Between the two p's.) What kind of letter is in each syllable? (a vowel) Clap the word 'basket.' Where would you divide 'basket' into syllables? (Between the two consonants in the middle of the word.) You can divide many words into syllables between two consonants. The middle consonants may be the same or they may be different. Each syllable has a vowel.

**Picture Key:** Row 1: kitten, monkey, rabbit, button Row 2: zipper, pillow, basket, pumpkin

**Activity Worksheet:** Page 75 The students are to divide each word into syllables and then use the words to complete the sentences. **Answer Key:** A: kit/ten, mon/key, rab/bit, but/ton, zip/per, pil/low, bas/ket, pump/kin B: 1. rabbit 2. pillow 3. basket 4. button 5. pumpkin 6. monkey 7. kitten 8. zipper

**Day 3:** Record the following words on a chart: table, paper, lady, crayon, maple. Have your students say the words. In what way are all the words the same. (They all have the long a sound.) Clap each word as you say it again. What do you notice about each word this time. (They all have two syllables.) Where do you think each word should be divided? (after the long vowel) Record these words on the chart: before, paper, music, maple, secret. Have the students tell where each word should be divided into syllables

**Picture Key:** Row 1: baker, tulip, music, tiger Row 2: spider, baby, pony, zebra

**Activity Worksheet:** Page 76 The students are to divide each word under the pictures into syllables with a line. Then the words are to be used to complete the following sentences. **Answer Key:** Syllables: Row 1: ba/ker, tu/lip, mu/sic, ti/ger Row 2: spi/der, ba/by, po/ny, ze/bra Sentences: 1. tiger 2. music 3. spider 4. pony 5. zebra 6. tulip 7. baker 8. baby

**Day 4:** Record the following words on a chart: cabin, canoe, money, city, study. Have the students read the words out loud. How many syllables do you hear in each word? (2) What kind of letter is in the middle of each word? (a consonant) Is the first vowel in each word long or short? (short) When a word has two syllables and the first syllable has a short vowel you divide the word after the consonant following the first vowel. Have the students divide the words on the chart using a slanted stroke.

**Picture Key:** Row 1: robin, ruler, money, seven Row 2: lemon, shovel, flower, candy

**Activity Worksheet:** Page 77 The students will divide the words under each picture into syllables and then use the words to complete the sentences. **Answer Key:** Row 1: ro-bin, ru/ler, mon/ey, sev/en Row 2: lem/on, shov/el, flow/er, can/dy Sentences: 1. candy 2. lemon 3. shovel 4. flower 5. seven 6. ruler 7. robin 8. money

**Day 5: Syllabication Test: Auditory Test on the Number of Syllables Heard in Words** Page 78

**Teacher Instructions:** Record the number of syllables that you hear in each word on the line in each box

**Words:** 1. tennis 2. pot 3. berry 4. feather 5. sneak 6. wagon 7. cabbage 8. tickle 9. stick 10. whiskers

**Answer Key:** 1. (2) 2. (1) 3. (2) 4. (2) 5. (1) 6. (2) 7. (2) 8. (2) 9. (1) 10. (2)

**Visual Discrimination Test: Dividing Words into Syllables**

The students are to record each word under the syllabication rule that it follows. **Answer Key:** Box 1: mitten, muffin, pillow, basket Box 2: baby, robot, music, pony Box 3: seven, shovel, lemon, robin



Name: \_\_\_\_\_

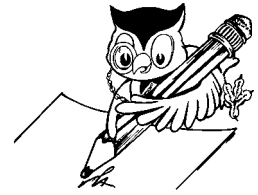
Day 1 | Week 12

A **syllable** is a word part that has a vowel.

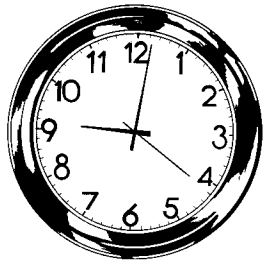
**Examples:** top, hay, hit, tent, nut

Some words have **two** syllables. Each syllable has a vowel

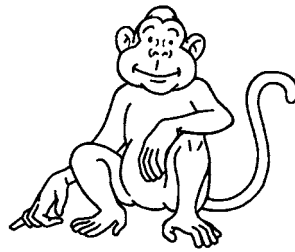
**Examples:** butter, rainbow, pancake, goldfish



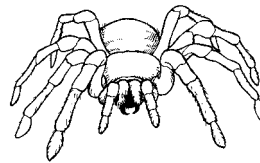
Record the **number of syllables** that you hear in each picture.



Syllables \_\_\_\_



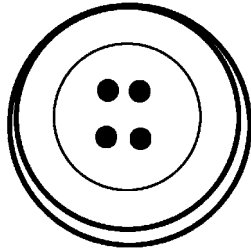
Syllables \_\_\_\_



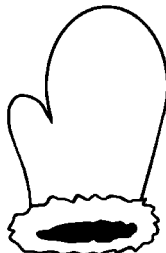
Syllables \_\_\_\_



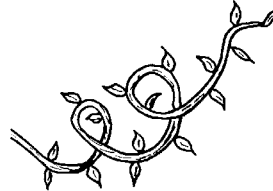
Syllables \_\_\_\_



Syllables \_\_\_\_



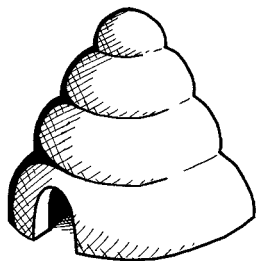
Syllables \_\_\_\_



Syllables \_\_\_\_



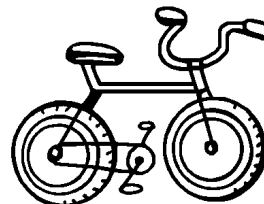
Syllables \_\_\_\_



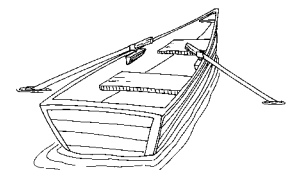
Syllables \_\_\_\_



Syllables \_\_\_\_



Syllables \_\_\_\_



Syllables \_\_\_\_

Name: \_\_\_\_\_

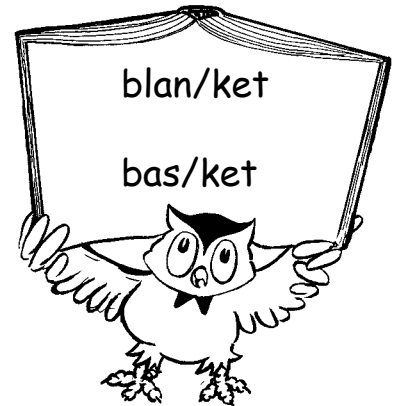
Day 2 | Week 12

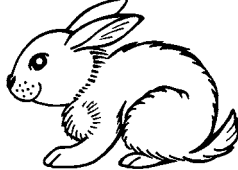
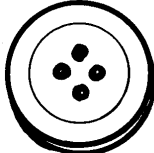
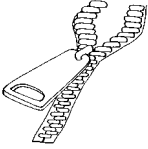
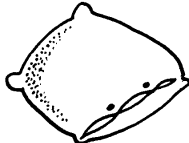
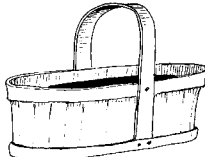
A **syllable** is a part of a word. Each syllable has a **vowel**. Some words have only **one** syllable while others may have **two** or **more**.

Words are divided into syllables between the **two middle consonants** that are the **same** or **different**.

**Examples:** win/ter sum/mer

Divide each of the following words under the pictures into syllables using a stroke /. Use the words in the sentences .



|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |    |
| kitten                                                                              | monkey                                                                              | rabbit                                                                               | button                                                                                |
|  |  |  |  |
| zipper                                                                              | pillow                                                                              | basket                                                                               | pumpkin                                                                               |

1. The \_\_\_\_\_ hopped across the road quickly.
2. I like to sleep on a soft \_\_\_\_\_ at night.
3. The little girl picked up the eggs and put them in her \_\_\_\_\_.
4. It is cold outside so \_\_\_\_\_ up your coat to keep warm.
5. Mark picked out a big \_\_\_\_\_ to make a jack -o'- lantern.
6. The \_\_\_\_\_ at the zoo did tricks to make people laugh.
7. The little \_\_\_\_\_ chased the ball of wool all over the floor.
8. A \_\_\_\_\_ is used to do up coats, pants, and boots.



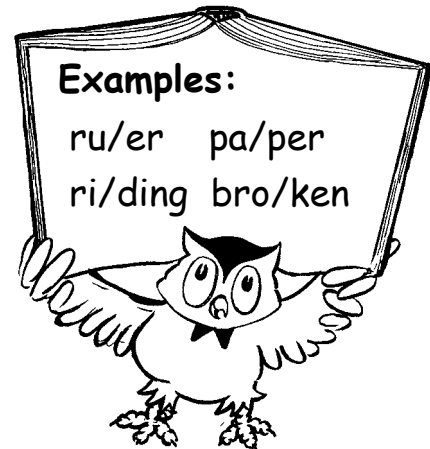
Name: \_\_\_\_\_

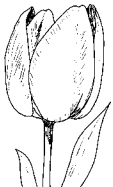
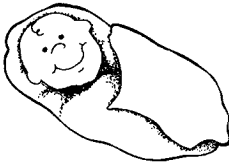
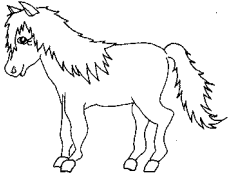
Day 3 Week 12

There are many words that are divided between a **consonant** and a **vowel**.

When the **first** vowel sound is **long** the word is divided **after** the vowel.

**Divide** each word under the pictures into **syllables** using a **stroke /**. **Circle** the vowel that you hear. Use the words to **complete** the sentences.



|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |    |
| b a k e r                                                                           | t u l i p                                                                           | m u s i c                                                                            | t i g e r                                                                             |
|  |  |  |  |
| s p i d e r                                                                         | b a b y                                                                             | p o n y                                                                              | z e b r a                                                                             |

1. A \_\_\_\_\_ has yellow and black stripes and can roar loudly.
2. I like to play \_\_\_\_\_ on my new flute.
3. The \_\_\_\_\_ sat and waited for a bug to fly into its web.
4. The children went for a ride on a little, white \_\_\_\_\_.
5. The little black and white \_\_\_\_\_ ran about the big cage.
6. The \_\_\_\_\_ is seen in gardens in the spring.
7. The \_\_\_\_\_ makes and bakes all kinds of bread.
8. The little \_\_\_\_\_ girl was sleeping in her crib.



Name: \_\_\_\_\_

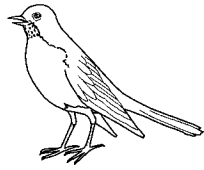
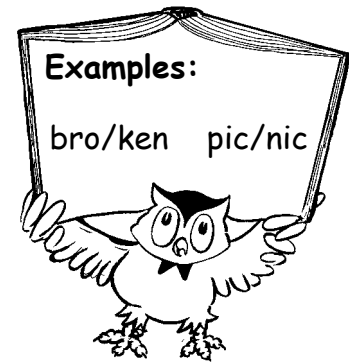
Day 4 Week 12

Many words are made of **two syllables**.

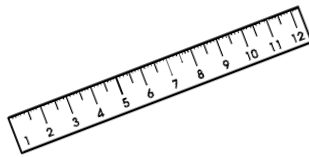
A word that has a **long vowel** in its first syllable is divided after the vowel.

A word that has a short vowel in its first syllable is **divided** after the **consonant**.

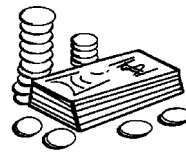
**Divide** each word under its picture into **syllables**.  
**Use** each word in the sentences.



robin



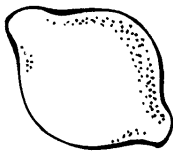
ruler



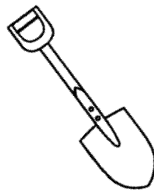
money



seven



lemon



shovel



flower



candy

1. Boys and girls like to get \_\_\_\_\_ on Hallowe'en night.
2. A \_\_\_\_\_ is a yellow fruit that grows on a tree.
3. I used a \_\_\_\_\_ to clear the snow from the sidewalk.
4. A pink \_\_\_\_\_ was growing in our backyard garden.
5. There are \_\_\_\_\_ Canada geese swimming on the pond.
6. You can make good lines using a \_\_\_\_\_.
7. The \_\_\_\_\_ sat and watched the worm wiggle on the grass.
8. My grandmother gave me some \_\_\_\_\_ for my birthday.



Name: \_\_\_\_\_

**A. Auditory Test on the Number of Syllables Heard in Each Word:**

|             |             |             |             |              |
|-------------|-------------|-------------|-------------|--------------|
| 1.<br>_____ | 2.<br>_____ | 3.<br>_____ | 4.<br>_____ | 5.<br>_____  |
| 6.<br>_____ | 7.<br>_____ | 8.<br>_____ | 9.<br>_____ | 10.<br>_____ |

**B. Visual Discrimination Test on Dividing Words into Syllables**

Print the words in the box under the rule that it follows

|        |       |      |        |       |        |
|--------|-------|------|--------|-------|--------|
| shovel | seven | baby | mitten | robot | muffin |
| pillow | lemon | pony | music  | robin | basket |

|                                                   |  |                                                                |  |                                                                               |
|---------------------------------------------------|--|----------------------------------------------------------------|--|-------------------------------------------------------------------------------|
| <b>fun / ny</b><br>Divide between two consonants. |  | <b>ze / bra</b><br>Divide after the first vowel if it is long. |  | <b>can / dy</b><br>When the first vowel is short, divide after the consonant. |
| _____                                             |  | _____                                                          |  | _____                                                                         |
| _____                                             |  | _____                                                          |  | _____                                                                         |
| _____                                             |  | _____                                                          |  | _____                                                                         |
| _____                                             |  | _____                                                          |  | _____                                                                         |

