

Phonics & Spelling

2ND GRADE

Directions: Sort the words into the appropriate category
cave, clay, rain, braid, date, play, stay, brain, lake, skate, stray, sway, chain,
wave, mail, tray, rake, pail

ai

ay

a_e

pail



play



cave



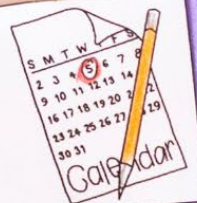
chain



stray



date



brain



clay



lake



wave

stay



DIFFERENTIATED FOR THE YEAR

Magi
CORE

WHAT IS INCLUDED?

Diagnostic Test

Vowel Digraphs (Long A)

ai	ay	a-e
rain	clay	cave
braid	play	date
brain	stay	
chain	stray	
mail	sway	

Vowel Digraphs (Long I)

ie	igh
die	fight
flies	flight
dime	drive
five	slide

29 Spelling List Sorting Cards

Spelling Homework Choices

Directions: Choose a way to study your spelling words in your journal each night.

Word Sort

Sort your word cards into categories. Write the categories and words in your journal.

Word Find

Search through books, magazines, and newspapers for words that are not on your list that have the same pattern. Write them in your journal.

Rainbow Write

Write each letter of your words in a different color to make it look like a rainbow.

Pyramid Write

f
fa
fan

Practice Test

Have someone at home give you a practice test. Be sure to study the words you get wrong!

Word Train

Write the words in a train along the page. Write each word in a

Ser

(2 nights) words in a use capitaliza

3

Say, co

Sy De

Search

word

Write each letter of your spelling word them on a piece of paper.

Phonics Pre & Post Test

- | | |
|---|--|
| Vowel Digraphs- Long A
1. train
2. mail
3. fray
4. sway
5. late
6. wave

Vowel Digraphs- Long I
7. tie
8. fried
9. night
10. high
11. bite
12. dime
13. dry
14. cycle

Vowel Digraphs- Long O
15. toe
16. doe
17. goat
18. load
19. home
20. cone
21. crow
22. bow | Vowel Digraphs- Long U
23. juice
24. suit
25. clue
26. blue
27. flute
28. cube

Vowel Digraphs- Long E
29. beach
30. dream
31. cheese
32. queen
33. money
34. hockey
35. bunny
36. jelly
37. movie
38. field
39. turkey
40. valley
41. scene
42. eve |
|---|--|

Phonics Skills Students Need to Learn

Assessment Date: _____

phs- Long A _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Vowel Digraphs- Long O 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
phs- Long I _____ _____ _____ _____ _____ _____ _____ _____ _____	Vowel Digraphs- Long U 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Long A vocabulary practice

Long A Sort

Directions: Sort the words into the appropriate category
cave, clay, rain, braid, date, play, stay, brain, lake, skate, stray, sway, chain, wave, mail, tray, rake, pail

ai	ay	a-e
----	----	-----

Corresponding Sorts and Vocabulary Practice for Each List

9 Practice Spelling Worksheets for Any List (Common Core Aligned)

the Verbs

- | | |
|-------|------|
| clay | rain |
| play | mail |
| skate | sway |
| wave | lake |

Next Clues

stay, lake, stray, tray, pail,
the beach I bring a
to make sand
on vacation at the
ry food on a
of Christmas is
to
nt.
dog because he
re do you when
travel?
rt we built bowls out of

Phonics Skills Students Need to Learn

ABCD

Assessment Date: _____



Vowel Digraphs- Long A

1. train
2. mail
3. fray
4. sway
5. late
6. wave
7. _____
8. _____
9. _____
10. _____

Vowel Digraphs- Long O

1. Toe
2. doe
3. goat

Vowel Digraph

1. tie
2. fried
3. night
4. high
5. bite
6. dime
7. dry
8. cycle
9. _____
10. _____

Vowel Digraphs- Long A

1. train
2. mail
3. fray
4. sway
5. late
6. wave

Vowel Digraphs- Long I

7. tie
8. fried
9. night
10. high
11. bite
12. dime
13. dry
14. cycle

Vowel Digraphs- Long O

15. toe
16. doe
17. goat
18. load
19. home
20. cone
21. crow
22. bow

Phonics Pre & Post Test

Vowel Digraphs- Long U

23. juice
24. suit
25. clue
26. blue
27. flute
28. cube

Vowel Digraphs- Long E

29. beach
30. dream
31. cheese
32. queen
33. money
34. hockey
35. bunny
36. jelly
37. movie
28. field
29. turkey
30. valley
31. scene
32. eve

Pre and post test helps teachers
differentiate instruction.



29 Lists:

- Sequential
- Pattern-Based
- Developed by Orton Gillingham certified Teachers

Practice pages

Date: _____

CVC vocabulary practice

Match the Synonyms

sad	crack
hen	top
gap	chicken
lid	gloomy

Match the Antonyms

sad	chick
hen	closed
gap	bottom
lid	happy

Endings

Add the following endings to each word to make a new word:

-ed, -s, -ing, -

gag ed

bus ed

fox es

nut s

jet ing

rat s





hem ing

Context Clues

fog, bin, cat, rod, tin, bun, kit, mug

I Please place the books in the bin.

Out of This World Spelling

Word	Picture	Sentence
cave		A bear the cave
braid		Elsa braid
brain		You m y
lake		

Date: _____

Long A vocabulary practice

Circle the Nouns

cave	clay	rain
braid	play	mail
brain	skate	sway
chain	wave	rake

Circle the Verbs

cave	clay	rain
braid	play	mail
brain	skate	sway
chain	wave	rake

Endings

Add the following endings to each word to make a new word:

-ed, -s, -ing, -es, -y

date s

stay ing

stray ed

play ing

brain y

skate s

wave s

Context Clues

date, clay, stay, lake, stray, tray, pail, sway

- When I go to the beach I bring a pail to make sand castles with.
- My family goes on vacation at the lake.
- Waitresses carry food on a tray.
- The date of Christmas is December 25th.
- When I dance I sway to the left and right.
- We adopted my dog because he was a stray.
- Where do you stay?

TABLE OF CONTENTS

- I. Phonics Pre- and Post-test Documents (6 pgs.)
2. Spelling Sort Cards, Spelling Sort, leveled passage, and Vocabulary Practice Sheets for each of the following patterns (3 pgs. per unit):
 - Digraphs - -ch, -tch (List 1)
 - Long Vowel, Consonant, Consonant (List 2)
 - Digraphs- ay, ai, a_e (List 3)
 - Digraphs- ie, igh, i_e (Lists 4 & 5)
 - Digraphs- oe, oa, o_e (List 6)
 - Digraphs- oe, ow, oa, o_e (Lists 7 & 8)
 - Digraphs- ui, ue, u_e (List 9)
 - Digraphs- ea, ee (List 10)
 - Digraphs- ey, ie, y sounds like e (List 11)
 - Digraphs- ey, ie, y sounds like e, ea (List 12)
 - Digraphs- ea, ee, ie, e_e (List 13)
 - Digraphs- ew, ue, u_e (List 14)
 - Digraphs- ou, ew, u_e (List 15)
 - Digraphs- oo (List 16)
 - Digraphs- au, aw (List 17)
 - Diphthongs- ow, ou (List 18)
 - Diphthongs- oi, oy (List 19)
 - Short Vowels ea (short e) and a (short o) (List 20)
 - R-Controlled- er, ir, ar, ur, or (Lists 21 - 23)
 - L-Controlled- al, il, ol (List 24)
 - Wr/Kn sounds (List 25)
 - Silent Letters -mb (List 26)
 - Suffixes -er, -est, -ly (List 27)
 - Double Rules -drop e and change y to i (List 28)
 - Open & Closed Syllables (List 29)
3. Spelling Homework Choice Sheet
4. Spelling Practice Sheets
 - Out of This World Spelling
 - Spelling Scramble
 - Syllable Sort
 - Word Puzzles
 - Text Talk
 - Verbs
 - Affixes
 - Foldables (2)

NOTES ON SPELLING AND PHONICS

- All lists are **pattern-based** lists. According to research and my personal experience, students grasp spelling best when they can relate words to patterns and rules.
- **Visuals** - Pictures on the spelling cards help students remember the meanings of words. This is especially helpful for English Language Learners and students with special needs.
- Spelling lists in this product are designed to be cut out and **sorted**. Manipulating words into spelling categories helps students remember spelling patterns.
- Blank cards can be used for students to create their own words they need to learn.
- When I used these lists in my classroom, I typically gave traditional spelling **tests** on Fridays. I did not test all of the words. I selected 10 words from the list. Students did not know what the 10 words would be because they should be able to apply the pattern to any word.
- I have taught pattern-based spelling two ways (depending on the groups of students I had).

1st way - I gave the spelling diagnostic assessment. I began teaching the pattern that the majority of my students needed instruction with. I gave a traditional whole-class spelling test on Friday.

2nd way - I gave the spelling diagnostic assessment. I split the class into 2-3 groups based on their phonics understanding. (More than three groups becomes too difficult to manage. It is typically better to put students in groups that are below their skill levels than above their skill levels.) I started instruction on the list before the one they struggled with. I put aside 15-20 minutes each day during reading to meet with 1-2 groups. I met with my below-level group 4 days per week, my on-level group 2 times per week, and my above-level group 1-2 times per week. I would administer tests in small groups on Friday. Sometimes my high group tested partners, rather than me administering the test to them. I decided to do this to save some time.

**Note - For students to be successful with spelling, it is important to teach and review patterns daily. The worksheets, foldables, and homework menu are designed to provide daily practice. Small groups and whole-group instruction are also vital.*

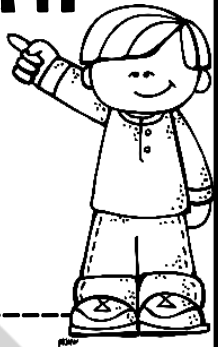
PHONICS PRE- & POST-TEST DIRECTIONS

1. Administer the phonics pretest to the **whole class**. This is a long assessment, so you may want to break it into 2-3 sessions.
2. If a student spells two or more words wrong in a section, he or she needs instruction in that area. (Fill out the chart to indicate which students are lacking each skill.)
3. If students become frustrated and are unable to spell words as the test progresses, tell them to stop.
4. If a student passes all sections in the first-grade test, administer the second-grade test.
5. You have two options for instruction:
 - Begin instruction where the majority of your class began making errors.
 - Split your class into 2-3 groups based on their areas of weaknesses. If you choose this option, you will need to have 2-3 different phonics lists each week and teach lessons in small groups. When it comes to assessing students, you can assess in small groups or have partners assess each other.
6. Reassess students using the pre- and post-test on an as-need basis to ensure that they are mastering patterns that were taught and on are the right track. (I reassess my students at least once midyear and adjust my groups or pace accordingly.)

Phonics Skills Students Need to Learn

ABCD

Assessment Date: _____



Digraphs -ch, -tch

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Long Vowel, Consonant, Consonant

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Vowel Digraphs - Long A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Vowel Digraphs - Long I

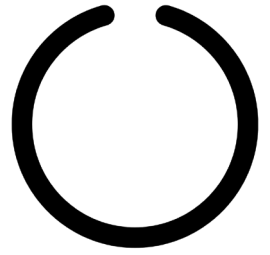
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

-ch/-tch

-ch

-tch

notch



crutch



munch



bench



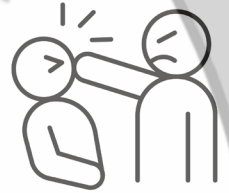
stitch



switch



punch



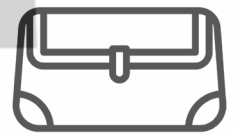
bunch



pinch



clutch



rich



check



chest



witch



snatch



fetch



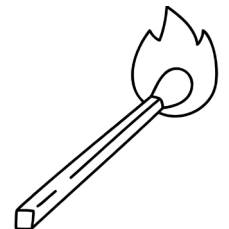
ranch



sketch



match



Directions: Sort the words into the appropriate categories.

en

ten





Date: _____

ch/tch Sort

Directions: Sort the words into the appropriate categories.

notch, crutch, munch, bench, stitch, switch, punch, bunch, pinch, clutch, rich, check, chest, witch, snatch, fetch, ranch, sketch, match

ch

tch

magi
CORE

Date: _____

ch/tch vocabulary practice

Circle the Nouns

chest pinch snatch
witch fetch ranch
bench crutch munch

Circle the Verbs

chest pinch snatch
witch fetch ranch
bench crutch munch

Make a Word

Add ch or tch to make a word.

cru _____

mun _____

pin _____

sti _____

fe _____

sna _____

ri _____

ran _____

ske _____

Context Clues

stitch, punch, bunch, match, clutch, munch

1. In the _____, I found gold!
2. It was rude for Max to _____ my toy.
3. I saw a horse on my Dad's _____.
4. When I cut my hand, I had to get a _____.
5. My dog can _____ his bone.
6. I _____ my nose when it stinks.

Directions: Read the story. Highlight all of the -tch words you can find.

The Witch Switch

Mrs. Santch was a teacher at Huntch School for Kids. It was said that there was a witch, Mrs. Stitch. She lived in the house across the street. Mrs. Santch always heard the kids telling their friends that they would never want a witch for a teacher.

Lately, the kids have been pitching fits and hatching plans to make each other mad and sad. Mrs. Santch hatched a plan. She would switch places with Mrs. Stitch the witch. Mrs. Stitch would become the teacher. Mrs. Santch would watch from across the street.

On the first day that Mrs. Stitch showed up, the students were scared. Mrs. Stitch made them itch. If they made someone sad, she had them jump the ditch over and over. If they threw a fit, she would punish them by making them pitch and catch balls over the fence again and again.

The kids were sad. The kids were mad! They decided to sketch out a plan. They would get Mrs. Santch back. They wrote notes that said they would not pitch fits. They would not hatch plans to make each other sad and mad. They pitched the notes over the fence to the witch's house begging her to cast a spell and bring Mrs. Santch back. Mrs. Santch smiled and went back the next day.

1. Who are the main characters of the story?

2. Why did Mrs. Santch want to make a plan?

3. What was her plan?

4. How did Mrs. Santch's plan solve the problem in the story?

Spelling Homework Choices

Directions: Choose a way to study your spelling words in your journal each night.

Word Sort



Sort your word cards into categories. Write the categories and words in your journal.

Word Find

Search through books, magazines, and newspapers for words that are not on your list that have the same pattern. Write them in your journal.



Sentences



(2 nights) Write each word in a sentence. Be sure to use proper spelling, capitalization, and punctuation.

Rainbow Write



Write each letter of your words in a different color to make it look like a rainbow.

Practice Test



Have someone at home give you a practice test. Be sure to study the words you get wrong!

3X Each



Say, cover, spell, and write each word three times.

Pyramid Write

f
fa
fan

Write each word in the shape of a pyramid.

Word Train



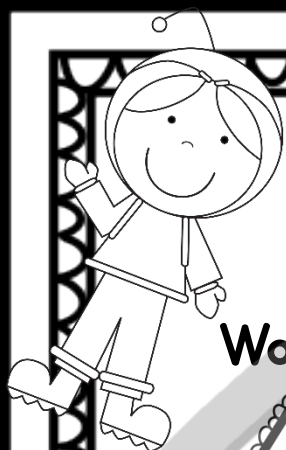
Write the words in a train along the page. Write each word in a different color.

Synonym Detective



Search for synonyms for each word.

Out of This World Spelling



Word

Picture

Sentence

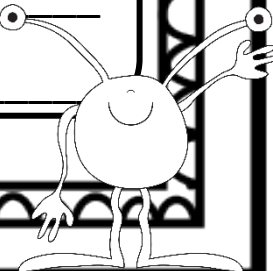






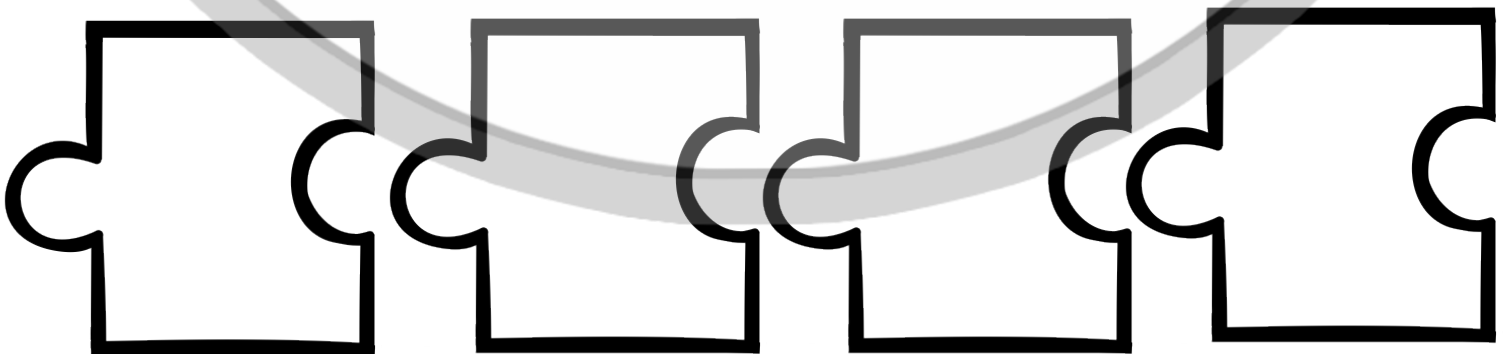
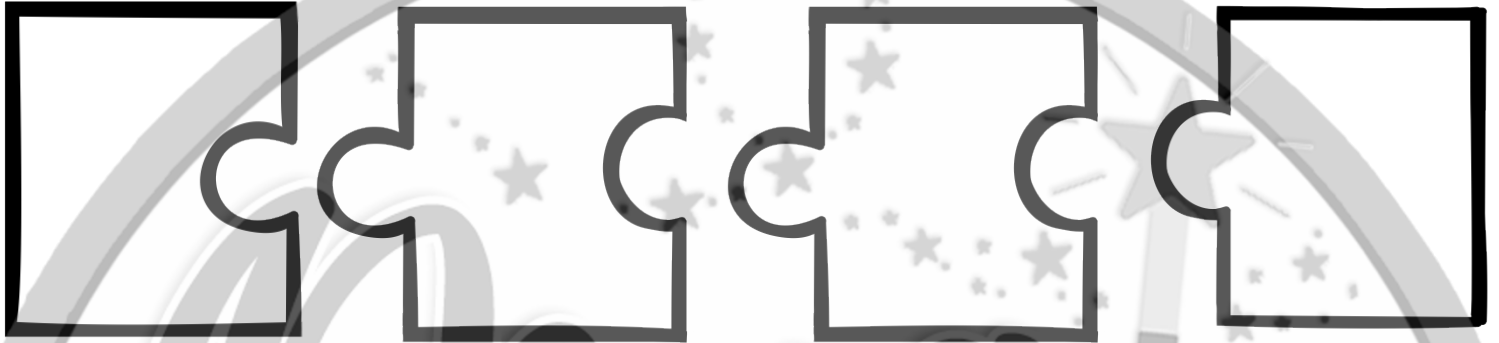


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word puzzles

Write each letter of your spelling word on a puzzle piece. Cut out the puzzle pieces and glue them on a piece of paper.



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