

Sample Pages from



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# Phonics

for Second Grade

boat



soap

goat



# How to Use This Resource

## Unit Structure Overview

This resource is divided into 36 weekly units. Each week focuses on a specific phonics concept. This provides ample practice with each pattern before moving on to more complex patterns.

Week	Phonics Pattern	Week	Phonics Pattern
Week 1	Consonants and Short Vowels	Week 19	Review: Vowel Teams
Week 2	Hard and Soft Sounds (g, c)	Week 20	Diphthongs <i>oi, oy</i>
Week 3	Consonant Digraphs ( <i>ch, sh, th, wh, ph</i> )	Week 21	Diphthongs <i>ou, ow</i>
Week 4	Silent Letters ( <i>wr-, -mb, -lf, kn-, -lk</i> )	Week 22	<i>R</i> -Controlled Vowels
Week 5	S Blends ( <i>sc, sk, sm, sn, sp, st, sw</i> )	Week 23	Vowel- <i>R</i> Combinations <i>-air, -are</i>
Week 6	<i>L</i> Blends ( <i>bl, cl, fl, gl, pl, sl</i> )	Week 24	Vowel- <i>R</i> Combinations <i>-eer, -ear</i>
Week 7	<i>R</i> Blends ( <i>br, cr, dr, fr, gr, pr, tr</i> )	Week 25	Vowel- <i>R</i> Combinations <i>-our, -ore, -ure</i>
Week 8	Three-Letter Blends and Consonant Digraph Blends ( <i>scr, spl, spr, squ, str, thr, shr</i> )	Week 26	Inflectional Endings <i>-s, -es, -ies</i>
Week 9	Final Consonant Blends ( <i>-ft, -st, -lp, -nt, -nd, -mp</i> )	Week 27	Inflectional Ending <i>-ing</i>
Week 10	Closed-Syllable Exceptions ( <i>all, ind, ild, old, ost, olt, ull</i> )	Week 28	Inflectional Ending <i>-ed</i>
Week 11	Long Vowels with Silent <i>E</i>	Week 29	Syllable Patterns VC/CV and VCCCV
Week 12	<i>Y</i> as Long <i>I</i> and Long <i>E</i>	Week 30	Syllable Patterns V/CV and VC/V
Week 13	Vowel Teams <i>ee, ea</i>	Week 31	Consonant <i>+e</i>
Week 14	Vowel Teams <i>ai, ay</i>	Week 32	Prefixes <i>un-, im-</i>
Week 15	Vowel Teams <i>oa, ow, oe</i>	Week 33	Prefixes <i>re-, dis-</i>
Week 16	Vowel Teams <i>igh, ie</i>	Week 34	Suffix <i>-ly</i>
Week 17	Vowel Teams <i>ew, ue, oo</i>	Week 35	Contractions
Week 18	Vowel Teams <i>au, aw</i>	Week 36	Cumulative Review

# How to Use This Resource (cont.)

## Overview Pages

Each unit follows a consistent format for ease of use. An overview page introduces phonics concepts at the beginning of each unit. These pages support family understanding and provide opportunities to prepare students for the activities presented in the following practice pages. Teachers may wish to send the page home with students at the beginning of each unit to inform parents of what is being learned at school.

A box at the top of each page explains the phonics concept presented in that week.

**Week 1**

**Overview**

**Consonants and Short Vowels**

The English language is made up of consonants and vowels. Consonants are letter sounds that are made when the tongue, teeth, or lips block air. Most letters of the alphabet are consonants, except for a, e, i, o, and u, which are vowels. Each vowel can make two different sounds: a short vowel sound and a long vowel sound. The difference between short and long vowel is primarily the length of time the vowel sound is held and the position of the mouth and tongue when producing the sound. A short vowel sound is made with the mouth and tongue in a relaxed position and is usually a quicker sound. Short vowels often appear in syllables that are stressed and closed by a consonant. These are called *closed syllables*.

**Introduction**

**Directions:** Read each word aloud. Highlight or circle the vowel in each word. Underline the consonant after the vowel. These words are closed syllables with short vowels.

mat    pet    pig    sun    top    vet

What other words have a short vowel sound?

\_\_\_\_\_



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The Introduction activity provides an example of a strategy used within the unit or addresses common misconceptions with a specific phonics skill. Complete this activity as a class or in small groups to help prepare students for the upcoming topics.



# How to Use This Resource (cont.)

## Student Practice Pages

Practice pages reinforce grade-level phonics skills. This book provides one practice page for each day of the school year. Each day's phonics activity is provided as a full practice page, making it easy to prepare and implement as part of a morning routine, at the beginning of each phonics lesson, or as homework.

**Day 1** of each week teaches students the phonics focus of the week and how to identify the target sounds.

**Identification**

**Directions:** Circle the vowel in each word. Underline the final consonants. Then, read the words aloud.

pot beg cab fun **bat**  
 hen tap lip jog **tug**  
 lap rot **bug** jet fie  
 yum pin **cop** wag we  
 big hug den quit lo

**Try This!**  
 Search a book for words with short vowels. Write five words you find. Underline the final consonants, and circle the short vowels.

**Word Sort**

**Directions:** Read the words in the Word Bank. Sort the words by vowel sounds.

**Word Bank**

bug fox kit neck pan sob tot  
 buzz ham lap pet sat wig  
 cut hen leg mop

a  
 e  
 i  
 o  
 u

Students practice target concepts through word play activities on **Day 3**.

**Word Play**

**Directions:** Read each word chain. Highlight the letters that change in each word.

pig → pin → pan → ran → rat  
 sun → fun → fan → fat → cat  
 mat → map → zap → zip → rip  
 hot → hit → bit → bat → bag  
 den → pen → pin → tin → tan

**Try This!**  
 Put your arm out straight in front of you. Starting at your shoulder, tap down your arm for the sounds you hear in the words above. Slide your hand down your arm to say the words.

**Reading**

**Directions:** Read the sentences. Highlight the words with short vowels. Write the words.

1. Where is the mug? \_\_\_\_\_  
 2. My dog likes to play. \_\_\_\_\_  
 The cake was very hot.  
 The map told me where to go.  
 What color top do you want?  
 My sister plays soccer in the sun.  
 Adrian can do the homework.  
 Give the gum to me.  
 How big is the book?  
 Please sit down.

**Try This!**  
 On Day 4, students read words, sentences, and passages containing the target concept.

At the end of the week on **Day 5**, students write words, sentences, or paragraphs containing the target concept.

**Writing**

**Directions:** Write four sentences with short vowel words.

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

**Try This!**  
 Read your sentences to a friend. Have your friend read their sentences to you. Write the sentences your friend reads to you.

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

On **Day 2**, students sort words based on target sound/pattern/syllable type, etc.

**Try This!** activities are included throughout the week as a way to practice phonics concepts through hands-on tasks.

# How to Use This Resource (cont.)

## Digital Resources

Several phonics resources are provided digitally. (See page 240 for instructions on how to download these pages.) These tools include the following:

- **Standards Correlations**—This resource shows how the activities align with key standards.
- **Class and Individual Analysis Sheets**—These analysis sheets can be used weekly to track student progress toward mastery of concepts. Results can be analyzed to determine next steps for differentiating instruction to meet varying student needs.
- **Fluency Rubric**—This tool can help you assess reading proficiency and track student progress.

		Fluency Rubric				
		Score	4	3	2	1
		<b>Accuracy</b>	Recognizes most words and reads them quickly and accurately without hesitations.	Recognizes most words and reads them quickly and accurately. May make occasional errors. May need to reread to comprehend and apply word attack & skills.	Recognizes most words correctly and quickly. May need to reread to comprehend and apply word attack & skills.	Misreads words frequently. May need to reread to comprehend and apply word attack & skills.
		<b>Rate (pace)</b>	Consistently reads at a reading rate that is appropriate for the text.	Consistently reads at a reading rate that is appropriate for the text.	Reads too slowly. May need to reread to comprehend and apply word attack & skills.	Reads at a slow, irregular pace. May need to reread to comprehend and apply word attack & skills.
		<b>Structural features (e.g., punctuation, capitalization, word, sentence, stanza, rhyme, rhythm)</b>	Reads accurately, automatically, and with appropriate meaning and expression. Adopts pitch and volume to reflect the audience.	Reads accurately in general, but with some errors in punctuation, capitalization, and word choice. May need to reread to comprehend and apply word attack & skills.	Reads accurately, but with many errors in punctuation, capitalization, and word choice. May need to reread to comprehend and apply word attack & skills.	Does not reread in punctuation, capitalization, or word choice. May need to reread to comprehend and apply word attack & skills.
		<b>Intonation</b>	Reads with appropriate intonation and expression. Appropriately end and emphasize words and word groupings in text.	Reads intonational text with appropriate intonation and expression, but the intonation and expression are not always appropriate. May need to reread to comprehend and apply word attack & skills.	Reads intonational text with appropriate intonation and expression, but the intonation and expression are not always appropriate. May need to reread to comprehend and apply word attack & skills.	Reads intonational text with appropriate intonation and expression, but the intonation and expression are not always appropriate. May need to reread to comprehend and apply word attack & skills.

## Instructional Options

*180 Days™: Phonics* is a flexible resource that can be used in various instructional settings for different purposes.

- Use the practice pages as daily warm-up activities.
- Work with students in small groups, allowing them to focus on specific skills. This setting also lends itself to partner and group discussions about the phonics focus.
- Practice pages in this resource can be completed independently during center times and as activities for early finishers.



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

## Identification

**Directions:** Circle the vowel in each word. Underline the final consonant. Then, read the words aloud.

**pot**   beg   cab   fun   **bat**

hen   tap   **lip**   jog   tug

lap   rot   **bug**   jet   fig

yum   pin   **cop**   wag   web

**big**   hug   **den**   tip   log

### Try This!

Search a book for words with short vowels. Write five words you find. Underline the final consonants, and circle the short vowels.

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## Word Sort

**Directions:** Read the words in the Word Bank. Sort the words by vowel sounds.

### Word Bank

hen	fin	sat	neck	hill
pan	tub	buzz	sob	tot
cut	mop	fox	leg	bug
kit	wig	pet	ham	lap

a	
e	
i	
o	
u	

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

## Word Play

**Directions:** Read each word chain. Highlight or circle the letters that change in each word.

pig → pin → pan → ran → rat

sun → fun → fan → fat → cat

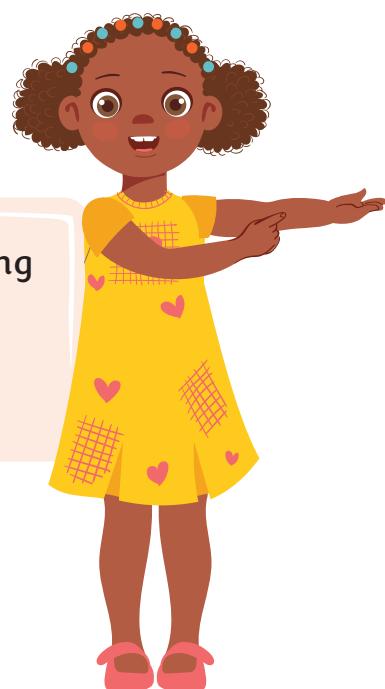
mat → map → zap → zip → rip

hot → hit → bit → bat → bag

den → pen → pin → tin → tan

### Try This!

Put your arm out straight in front of you. Starting at your shoulder, tap down your arm for the sounds you hear in the words above. Slide your hand down your arm to say the words.



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

WEEK 1  
DAY  
4

## Reading

**Directions:** Read the sentences. Highlight or circle the words with short vowels. Write the words.

1. Where is the mug? \_\_\_\_\_
2. My dog likes to play. \_\_\_\_\_
3. The cake was very hot. \_\_\_\_\_
4. The map told me where to go. \_\_\_\_\_
5. What color top do you want? \_\_\_\_\_
6. My sister plays soccer in the sun. \_\_\_\_\_
7. Adrian can do the homework. \_\_\_\_\_
8. Give the gum to me. \_\_\_\_\_
9. How big is the book? \_\_\_\_\_
10. Please sit down. \_\_\_\_\_



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

# Writing

**Directions:** Write four sentences with short-vowel words. Be sure each sentence begins with a capital letter and ends with a punctuation mark.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Try This!

Read your sentences to a friend. Have your friend read their sentences to you. Write the sentences your friend reads to you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

