



Primary Success Publications

Successful Spelling

Grade Two



By Jean Roberts

A complete spelling program with daily lesson plans,
practice sheets, weekly homework pages
and word wall cards.



Successful Spelling Lessons - Grade Two

By Jean Roberts

Published by Primary Success 2005.

E-book - 2018

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Primary Success Publications

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Lesson List

1. Short /a/ review
2. Short /i/ review
3. Short /o/ review
4. Short /u/ review
5. Short /e/ review
6. *and *can *at *am the to
7. *it *in *like *my is go
8. *got *went *me on no you
9. *red *day play he for yes
10. *fun *had up going we was
11. *big *dog bed bud bad they
12. *will *chip she with that what
13. *name *book little have live are
14. *all *did ask I'm isn't said
15. *back today yesterday home after come
16. *old *year one two three of
17. *but *eat his her here there
18. *make *down if yellow see school
19. *then when them good has bus
20. *week *out or I'll about house
21. *last *saw away can't first your
22. *time morning playing coming upon once
23. *new want water wash help very
24. *stop *night boy girl work oh
25. *thing *boat something funny some friend
26. *how *store next try made because
27. *ride *park game from any many
28. *nice baby family mother father people
29. *wish *green give birthday present were
30. *get why asked happy put who
31. *know teacher read write story lots
32. *ate *lunch glad ever never off
33. *soon *best start real really could
34. *around *swim *walk fly grass before
35. summer holiday vacation weather beautiful warm

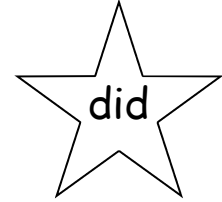
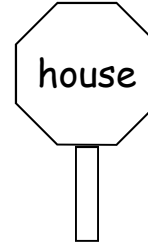


Lesson 9

Words: * got * did house ask for

Star Words: *got *did

Red Word: house



Monday

Review the words on the word wall.

Introduce the words.

got is a star word. Discuss the short /o/ sound.
hot jot lot not pot rot

did is a star word. Discuss the short /i/ sound.
bid hid kid lid rid

house is a red word. Some children find this difficult to spell, but it is used frequently in early writing so it is important to learn early. Discuss the 'ou' and the silent 'e' on the end.

ask Discuss the short /a/ sound. Also spell 'asking' and 'asked'.

for Discuss the little word 'or'. This is an r-controlled vowel.

For the phonetic words, say each word, feeling what your mouth is doing. Look at the word and discuss the shape. Stretch the word to hear all the sounds, holding up one finger for each sound, left to right. Discuss the letter sounds. Put the words into sentences.

Have the children print the words, saying each **sound** as they print the corresponding letter or letters. When the word is completed, blend the sounds to encode what they have printed.

For the red word, discuss the word shape and discuss why it is a red word and ways to remember the spelling.

Cheer the words. Say the word, clap as you say each **letter name**, say the word, the letters and repeat. On the last time you say the word, lift the arms up high as if saying 'hooray!'.

Send home the exercise sheet for this week's words.

Tuesday:

Go through Monday's steps, stretching the sounds in each phonetic word. Review the letter sounds. Chant the letters in each word. Say the word, spell it, and say the word again. Clap with the letters, or snap your fingers, tap the desks, etc., and then raise the arms to cheer the word as you say it at the end. You can make a pattern of this as in Monday's lesson. Vary the actions. Have the children print the words on various surfaces with a fingertip. Spell the words that rhyme with the star words orally.

Wednesday:

Take the words down so the students can't see them. Give each child a copy of the 3 column paper. Dictate the words and have the students print them in the first column. Highlight the answers. Go through the words, spelling them on the board and having the children print them in column 2, saying the letters or sounds together as they print. They compare their original answer with the correct spelling. If they have made a mistake, print the word again in column 3. Put the words back on the chalkboard. Chant, clap and cheer the words as in Tuesday's lesson.

* If time permits, dictate the star word families.

Thursday:

The students work in pairs with individual chalk or dry erase boards and one child dictates a word to the partner. They correct the finished word and dictate the next. When the list is finished, they change places.

Dictate the rhyming words formed from the star words and the students write these words on the boards. Chant, clap and cheer the words.

* If time permits, make the words with letter stamps, letter tiles or stencils, etc.

Friday:

Make a big production of putting the week's words up on the Word Wall! Cheer each word as it goes into its place. Discuss the 'star' words.

Do the practice sheet provided with each lesson. The students can look at the word wall if they have problems with the spelling. Dictate the words. The children print them on the lines. As this is not a test, they can look at the wall if they need to double check to see if they have spelled the word correctly. Dictate some of the family words for each of the star words.

Print the words on the back of the sheet and draw the shape around them.

Play 'I am thinking of a word.' Cheer and clap the word wall words.

* If time permits, say a word that rhymes with a Word Wall word - find the WW word and cheer it. Play other word wall games.

Print the words and draw the shapes around them.

Spelling Words - Lesson 9

For the week of _____

got

did

ask

house

for

Things to do every day this week:

- Read the words to someone.
- Count the letters and print the number.



ask ____ house ____ for ____ got ____ did ____

- Draw the shapes around the words. example:



house

ask

for

got

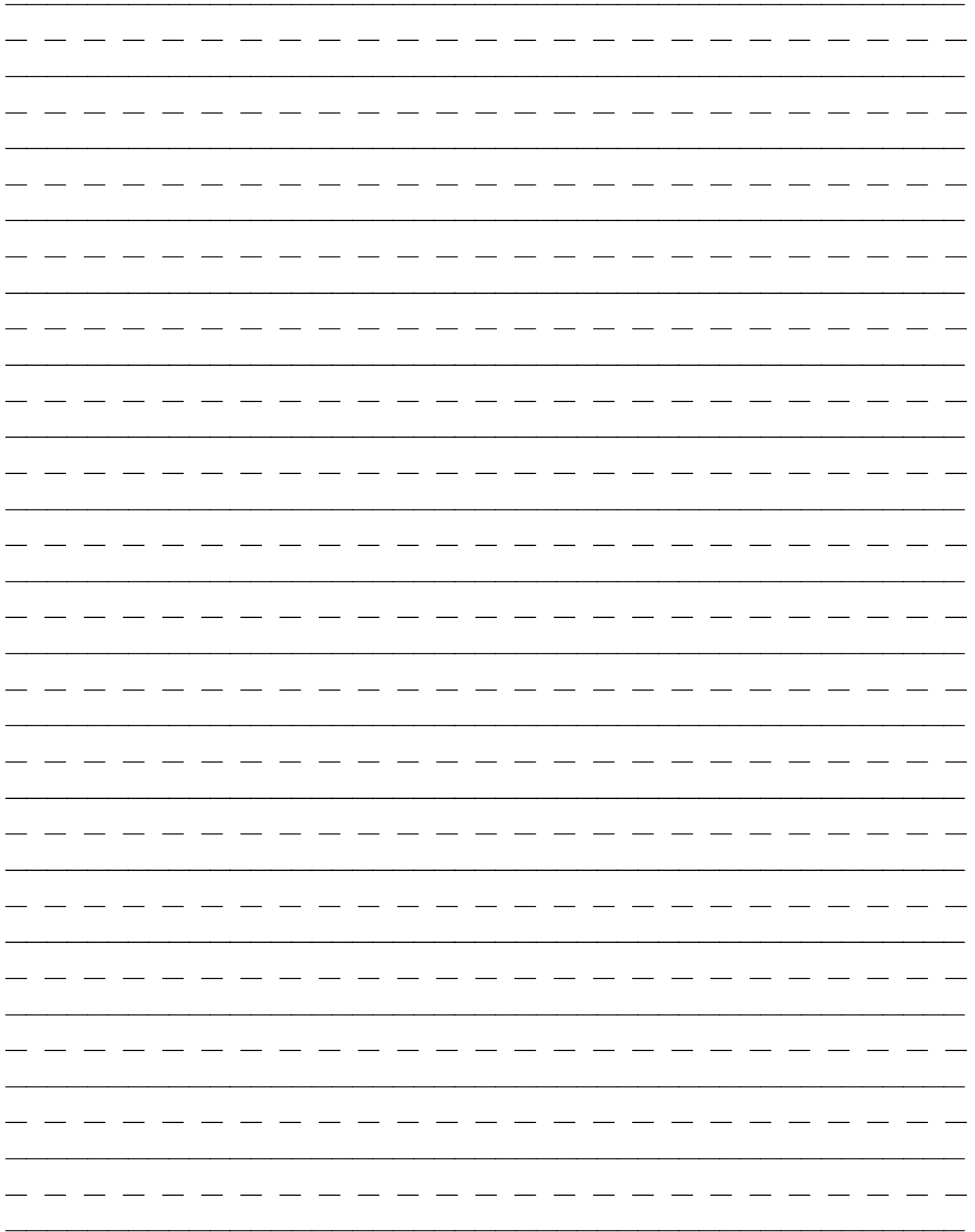
did

- Chant and clap each word. Say the word, clap the letters as you say them, and say the word again - then the letters and then the word until it becomes a chant.

- Say the sounds in got, ask and did.
- Say the sounds in house. How many letters? How many sounds?
- Say the sounds in for. What does 'or' say?
- house is a red word. Can you remember how to spell it?

- Print the words:

Have someone dictate the words to you, print them on the back of this paper and then mark them. Study the words that give you trouble.





did



got

house



ask

for

★ did

★ got

house

for

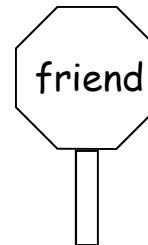
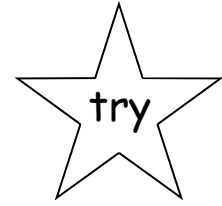
ask

Lesson 24

Words: *try friend how next made

Star Words: *try

Red Word: friend



Monday

Review the words on the word wall.

Introduce the words.

try is a star word. We have had 'my - but put off the family words until the students would be more comfortable with consonant blends.

The family words: my cry dry fly fry pry ply sty spy try why

friend is a difficult red word. A silly story can help with the 'ie' - We lined up. I am the leader and my friend is at the end.' Discuss the consonant blends 'fr' and 'nd'.

how We have had 'now' - make questions with the word 'how'.

next What does the 'x' say? (ks) Say the sounds in 'next'.

made A long 'a' word - discuss the silent 'e'.

For the phonetic words, say each word, feeling what your mouth is doing. Look at the word and discuss the shape. Stretch the word to hear all the sounds, holding up one finger for each sound, left to right. Discuss the letter sounds. Put the words into sentences.

Have the children print the words, saying each **sound** as they print the corresponding letter or letters. When the word is completed, blend the sounds to encode what they have printed.

For the red word, discuss the word shape and discuss why it is a red word and ways to remember the spelling.

Cheer the words. Say the word, clap as you say each **letter name**, say the word, the letters and repeat. On the last time you say the word, lift the arms up high as if saying 'hooray!'.

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Print the words on the back of the sheet and draw the shape around them.

Play 'I am thinking of a word.' Cheer and clap the word wall words.

* If time permits, say a word that rhymes with a Word Wall word - find the WW word and cheer it. Play other word wall games.

Print the words and draw the shapes around them.

Spelling Words - Lesson 24

For the week of _____

try

friend

how

next

made

Things to do every day this week:

- Read the words to someone.
- Count the letters and print the number.



friend ____ made ____ how ____ try ____ next ____

- Draw the shapes around the words. example:



next

made

friend

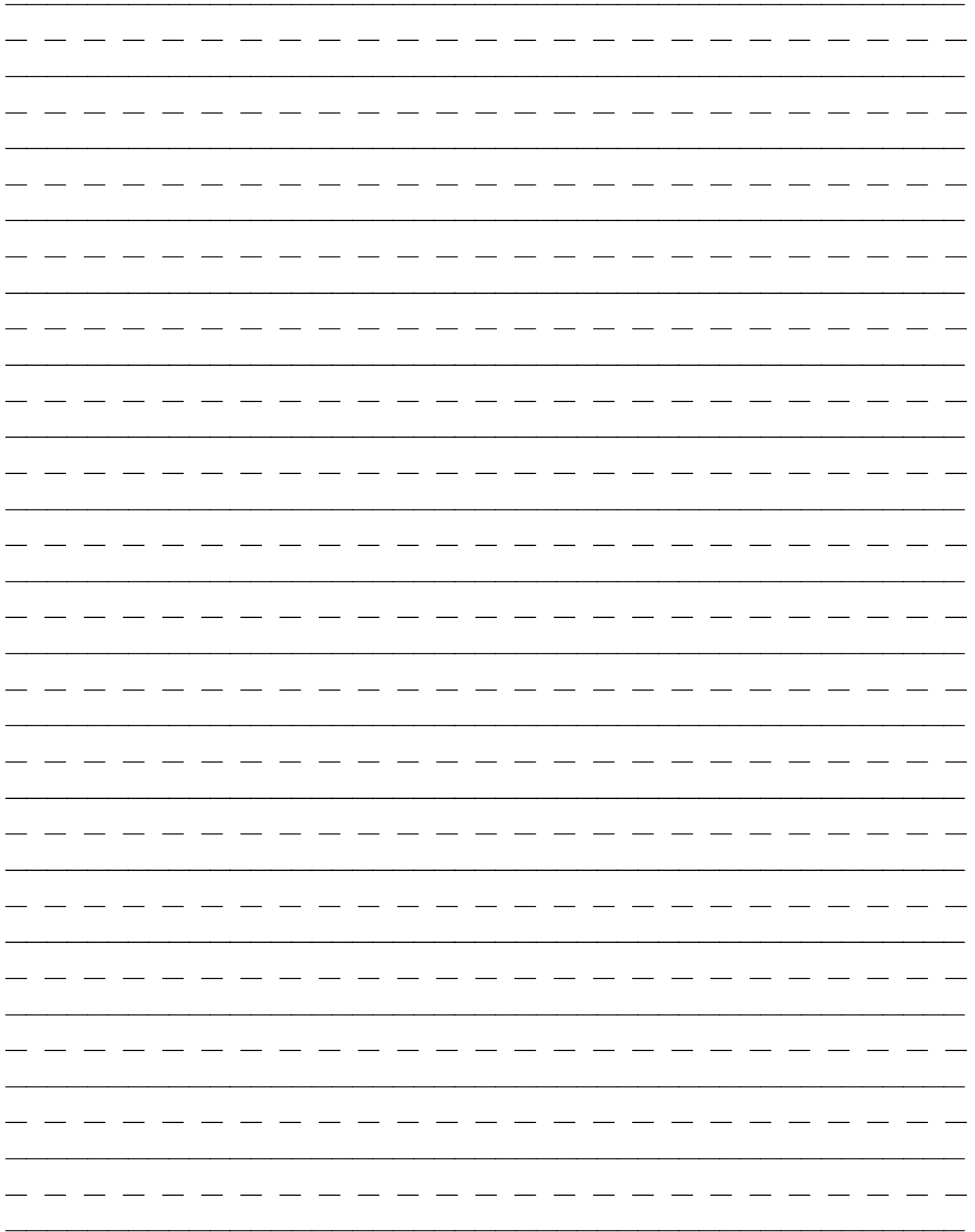
how

try

- Chant and clap each word. Say the word, clap the letters as you say them, and say the word again - then the letters and then the word until it becomes a chant.
- Say the sounds in next and try.
- Say the sounds in how. What letters make the 'ow' sound?
- Say the sounds in made. How many letters? How many sounds?
- friend is a red word. Can you remember how to spell it? Find 'end' at the end.

- Print the words:

Have someone dictate the words to you, print them on the back of this paper and then mark them. Study the words that give you trouble.





try


friend



how

next

made

try

next

friend

made

how