

HMH Journeys, TEKS, & Common Core Aligned



2nd Grade Phonics and Spelling

Lessons & Assessment

Phonics Skills Addressed: *a*, *i*

ELAR Skills Addressed: Alphabetical Order
& Subjects/Predicates

Spelling & High Frequency Words



Watson Works Phonics & Spelling 2nd Grade Week 1©

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The Watson Works Team



Our Story

Watson Works was created by two sisters whose passion is helping provide teachers classroom tools that supply kids with the knowledge and understanding of the state standards while being fun and engaging at the same time. What started off as helping fellow teachers in the local community has spread to providing resources to teachers nationwide.

As standardized tests become more rigorous, literacy rates have actually decreased and being able to keep students engaged gets more and more challenging. The urgency to find a way to address these needs has never been more real.

The children that sit before us in those small desks hold the keys to not only their futures but yours and ours, as well. They're growing up in a time vastly different from the one in which we grew up, thus they require a different approach to learning than we did. It is our job to recognize these needs and act on them. What once worked has changed, and we must be open to trying new approaches. Before children can change the world, they must first master the requisites. It is our vision to see that every child develops skills according to their learning styles to ensure they receive a strong start to their education. Before we can see a change in our nation's education, we must first make changes in the education of our states and communities.

The products we create are designed to be fun and engaging, yet still incorporate the discipline needed to teach kids the essentials. Learning should be enjoyable, and we strive to make that part of each product we make.

Join us in taking a stand to ensure that every child, no matter their unique learning style, is taught the necessary skills to confidently take the right steps forward toward his/her future!

THANKS for your support!

Heather & Ashley Watson



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ELAR Skills: Alphabetical Order & Subjects/Predicates

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Ăă



Lesson 1



Name: _____

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Review

1. _____
2. _____
3. _____
4. _____
5. _____



Listen & Spell

6. _____
7. _____
8. _____



Code & Read

9. pad
10. cab
11. tan
12. pan

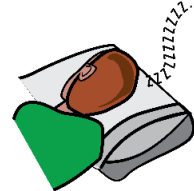


Picture & Spell

13.



14.





Grammar Practice

15. I ran fast.
16. The cat is fat.



High Frequency Word Box

around
 help
 next
 until
 walked

Ii



Lesson 2



Name: _____

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Review

1. _____
2. _____
3. _____
4. _____
5. _____



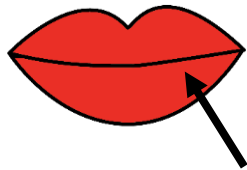
Listen & Spell

6. _____
7. _____
8. _____




Code & Read

9. lid
10. fin
11. lip
12. tip



Fill in the Blank

13. Pat sat on a _____.




ABC Order

14. sad _____
15. fix _____
16. win _____
17. if _____
18. flat _____

High Frequency Word Box

around
help
next
until
walked



Review

Aă Ii

Lesson 3



Name: _____



Review

- _____
- _____
- _____
- _____
- _____



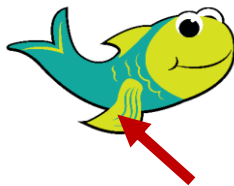
Listen & Spell

- _____
- _____
- _____
- _____



Code & Read

- fit
- tan
- bat
- fin



Grammar Practice

- Jim ran fast.
- Kim got a pin.
- Jill hit the bat.



ABC Order

- flat _____
- win _____
- if _____
- sad _____
- fix _____



High Frequency Word Box

- around
help
next
until
walked



Handwriting 1



Name: _____

sad

flat

if

fix

win

around

next

until

help

walked

Directions:
Trace each spelling word.
Then, practice writing each
word on the lines below it.



Homework 1

Name: _____



Monday

CODE Code & Read

Code Guide: short a (ă); short i (ĭ)

- 1. fat
- 2. nap
- 3. cab
- 4. sat
- 5. cap

Practice reading these words aloud.

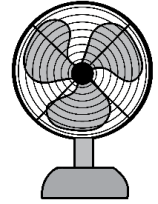
around help next
until walked

Tuesday



Picture & Spell

Think about the pictures & spell each word.



- 1. _____
- 2. _____



Practice reading these words aloud.

around help next
until walked

Wednesday



Grammar Practice

Circle the naming part & underline the action part in each sentence.

- 1. Jan is sad.
- 2. Bill has a cat.
- 3. A bat has wings.

Practice reading these words aloud.

around help next
until walked

Thursday



ABC Order

Number the words below in alphabetical order.

- 1. win _____
- 2. if _____
- 3. sad _____
- 4. flat _____
- 5. fix _____



Practice reading these words aloud.

around help next
until walked

Parent Signature: _____



Phonics Assessment 1



Name: _____



I. Listen & Spell

1. _____
2. _____
3. _____
4. _____
5. _____



II. Match the Key Word Pictures

6. *ă*



7. *ï*



III. Code & Read

8. *bad*

9. *dip*

10. *lip*

11. *had*

12. *sat*



IV. Grammar Practice

13. *Kim ran fast.*

14. *Mag has a pin.*



V. Picture & Spell

15. _____



16. _____



VI. ABC Order

17. *fix* _____

18. *sad* _____

19. *if* _____

20. *win* _____

21. *flat* _____



VII. Read for Me

22. *walked* _____

23. *next* _____

24. *around* _____

25. *until* _____

26. *help* _____



Spelling Assessment 1



Name: _____

The Pageant

My mom and I decided to go to the _____ (1)

town to buy a dress at the mall for my pageant. We

_____ (2) _____ (3) the mall _____ (4) I

finally found the perfect dress. _____ (5) I wear this dress

to the pageant, hopefully it will help me _____ (6)! On

the day of the pageant, my dress looked beautiful, but my

hair was _____ (7). I was very _____ (8). Thankfully,

my mom was able to _____ (9) me and _____ (10) my

hair with a curling iron. Then, I was ready for the

pageant!

sad

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flat

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if

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fix

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win

© 2015 Watson Works LLC

around

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help

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next

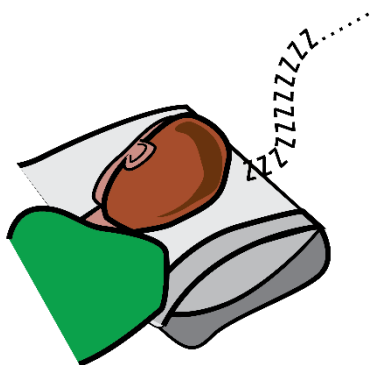
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until

© 2015 Watson Works LLC

walked

© 2015 Watson Works LLC



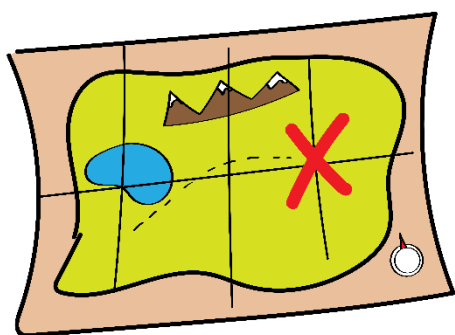
năp



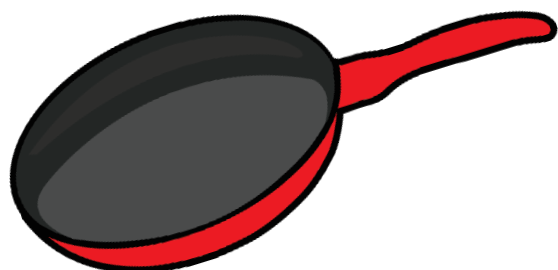
hăt



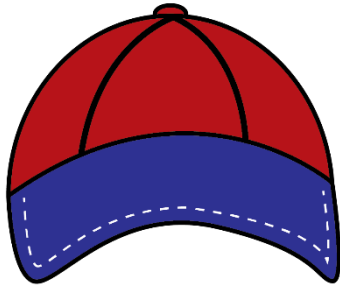
căb



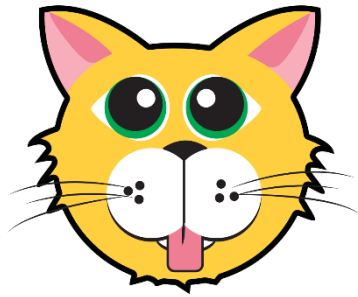
măp



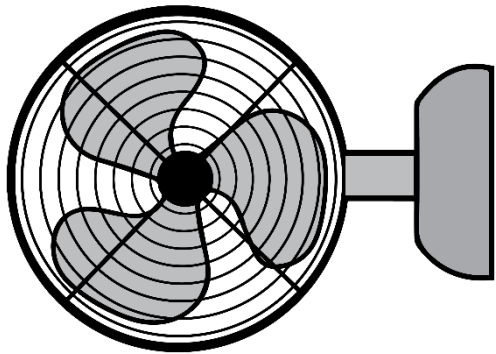
păn



căp



căț



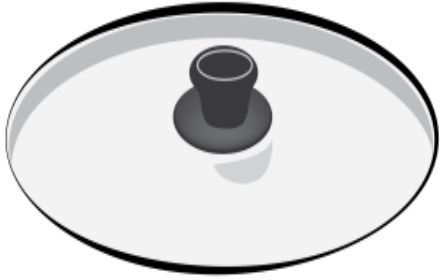
făn



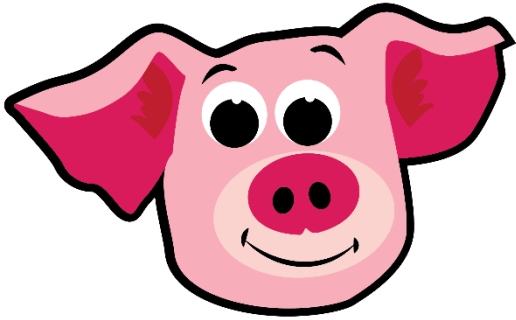
păd



băt



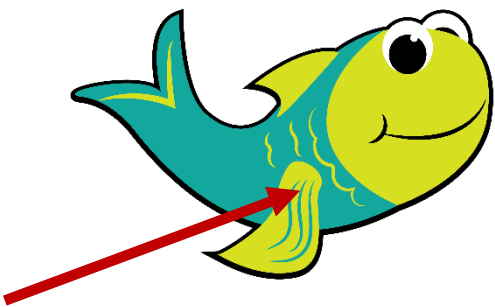
lǐd



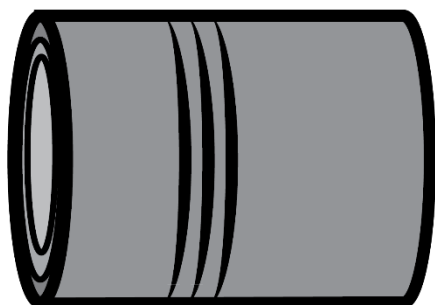
pǐg



pīn



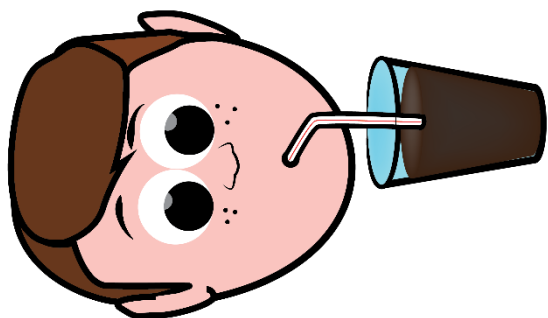
fīn



tīn



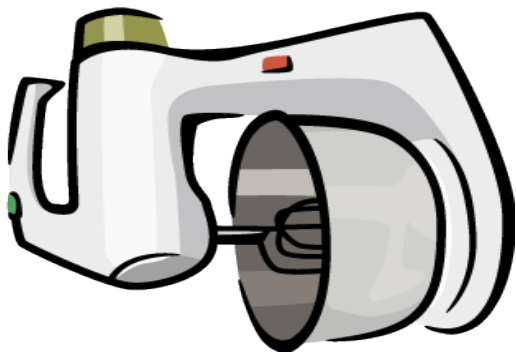
sīt



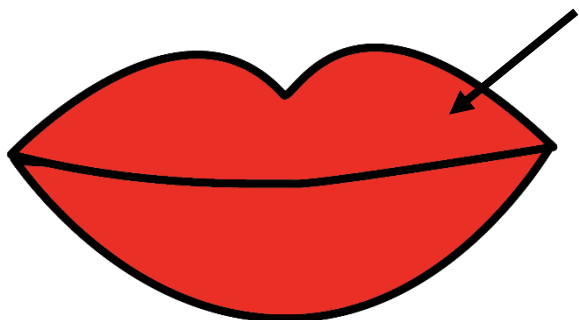
sīp



sīx



mīx



līp

Week 1

Teacher Instructions

Phonics Skills – ä, ĩ

Spelling – sad, flat, if, fix, win (*phonics*), around, help, next, until, walked (*high frequency*)

Pg. 5 – Lesson 1 (ä)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Review – Read the sounds below aloud to students. Students should write the letters that make each sound on the line.

1. /ä/ → a
2. /n/ → n
3. /d/ → d
4. /p/ → p
5. /f/ → f



Listen & Spell – Read the following words to students, walking them through the sounds in each word. Students should write the letter that makes each sound they hear on each line & attempt to spell the words.

6. at
7. am
8. sat



Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves or to a partner. Then, match 1 of the words to its picture.

9. päd
10. cáb
11. tãn
12. pãn (match to picture)



Picture & Spell – Students should think about the pictures in the boxes, then correctly spell each word.

13. hat
14. nap



Grammar Practice – Students should circle the naming part (subject) and underline the action part (predicate) in each sentence.

15. I ran fast.
16. The cat is fat.



High Frequency Word Box – Read the words aloud to students. Students should practice reading these words aloud (individually, in pairs, and/or in groups).

Pg. 6 – Lesson 2 (ĩ)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Review – Read the sounds below aloud to students. Students should write the letters that make each sound on the line.

1. /ĩ/ → i
2. /ä/ → a
3. /g/ → g
4. /b/ → b
5. /h/ → h



Listen & Spell – Read the following words to students, walking them through the sounds in each word. Students should write the letter that makes each sound they hear on each line & attempt to spell the words.

6. in
7. it
8. if



Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves or to a partner. Then, match 1 of the words to its picture.

9. lĩd
10. fĩn
11. lĩp (match to picture)
12. tĩp



Fill in the Blank – Students should fill in the blanks in each sentence, using the picture as a clue.

13. pin



ABC Order – Students should read each word and then number them in alphabetical order on the lines next to each word.

14. sad → 4
15. fix → 1
16. win → 5
17. if → 3
18. flat → 2



High Frequency Word Box – Read the words aloud to students. Students should practice reading these words aloud (individually, in pairs, and/or in groups).

Week 1

Teacher Instructions

Phonics Skills – ä, ĩ

Spelling – sad, flat, if, fix, win (*phonics*), around, help, next, until, walked (*high frequency*)

Pg. 7 – Lesson 3 (Review ä, ĩ)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Review – Read the sounds below aloud to students. Students should write the letters that make each sound on the line.

1. /ă/ → a
2. /ĭ/ → i
3. /d/ → d
4. /t/ → t
5. /f/ → f



Listen & Spell – Read the following words to students, walking them through the sounds in each word. Students should write the letter that makes each sound they hear on each line & attempt to spell the words.

6. sat
7. sit
8. pan



Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves or to a partner. Then, match 1 of the words to its picture.

9. fĭt
10. tăn
11. băt
12. fĭn (*match to picture*)



Grammar Practice – Students should circle the naming part (*subject*) and underline the action part (*predicate*) in each sentence.

13. Jim ran fast.
14. Kim got a pin.
15. Jill hit the bat.



ABC Order – Students should read each word and then number them in alphabetical order on the lines next to each word.

16. flat → 2
17. win → 5
18. if → 3
19. sad → 4
20. fix → 1



High Frequency Word Box – Read the words aloud to students. Students should practice reading these words aloud (*individually, in pairs, and/or in groups*).



Pg. 8 – Handwriting 1

Directions – Students should practice tracing the dotted spelling words. Then, practice writing each word on the lines below it. Handwriting can be completed in class or attached to the homework sheet and completed at home.

Pg. 9 – Homework 1 (ä, ĩ)



MONDAY: Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves or to a partner.

1. făt
2. năp
3. căb
4. săt
5. căp



High Frequency Word Box – Students should practice reading these words aloud.



TUESDAY: Picture & Spell – Students should think about the pictures in the boxes, then correctly spell each word.

1. pig
2. fan



High Frequency Word Box – Students should practice reading these words aloud.



WEDNESDAY: Grammar Practice – Students should circle the naming part (*subject*) and underline the action part (*predicate*) in each sentence.

1. Jan is sad.
2. Bill has a cat.
3. A bat has wings.



High Frequency Word Box – Students should practice reading these words aloud.



THURSDAY: ABC Order – Students should read each word and then number them in alphabetical order on the lines next to each word.

1. win → 5
2. if → 3
3. sad → 4
4. flat → 2
5. fix → 1



High Frequency Word Box – Students should practice reading these words aloud.

Week 1

Teacher Instructions



Phonics Skills – ä, ĩ

Spelling – sad, flat, if, fix, win (*phonics*), around, help, next, until, walked (*high frequency*)

Pg. 10 – Phonics Assessment 1



I. Listen & Spell – Read the following words to students, walking them through the sounds in each word. Students should write the letter that makes each sound they hear on each line & attempt to spell the words following phonics rules.

1. tan
2. sit
3. nap
4. fit
5. fan

II. Match the Letters to the Key Word

Picture – Read the following sounds to students. Students should match the letters to their keyword pictures.

6. ä → apple
7. ĩ → igloo



III. Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves.

8. bäd
9. dĭp
10. lĭp
11. häd
12. sät



IV. Grammar Practice – Students should circle the naming part (subject) and underline the action part (predicate) in each sentence.

13. Kim ran fast.
14. Mag has a pin.



V. Picture & Spell – Students should think about the pictures, then attempt to spell each word on the lines beside them.

15. hat
16. lid



VI. ABC Order – Students should read each word and then number them in alphabetical order on the lines next to each word.

17. fix → 1
18. sad → 4
19. if → 3
20. win → 5
21. flat → 2



VII. Read for Me – Ask students to read each word. Check if identified correctly.

22. walked
23. next
24. around
25. until
26. help

Pg. 11 – Spelling Assessment 1

Directions - Read the entire story aloud to students, including the test words. Then, read it again slowly, pausing for students to write the missing words in each blank.

Tips:

*You may need to read each sentence or sentence part several times. Before moving on to the next sentence, have students raise their hands if they aren't finished writing the word. After reading each sentence 3-4 times, tell students to circle the number if they still haven't finished, then work with these students one-on-one or in small groups after the class is finished.

*When a word comes at the beginning of the sentence, remind students that the first word of a sentence always begins with a capital letter.

The Pageant

My mom and I decided to go to the
(1) **next** town to buy a dress at the mall for
my pageant. We (2) **walked** (3) **around** the
mall (4) **until** I finally found the perfect dress.
(5) **If** I wear this dress to the pageant,
hopefully it will help me (6) **win**! On the day
of the pageant, my dress looked beautiful,
but my hair was (7) **flat**. I was very (8) **sad**.
Thankfully, my mom was able to (9) **help** me
and (10) **fix** my hair with a curling iron. Then,
I was ready for the pageant!

Pg. 12 – Spelling Flash Cards

These cards are included to print for students to take home and study or for small group/whole class review games.

Pg. 13-16 – Cooperative Learning Cards

Suggestions for use are on pg. 27-28.

Pg. 22 – Progress Recording Form

Directions: This form is included for you to track each student's individual progress on each weekly assessment. Students performing below 80% on an assessment should be given extra help and intervention.



Suggestions for Use

Show & Spell

Teacher Preparation:

- Print one set of the cards (cardstock recommended) per pair/group/class.
- Cut cards on the solid black lines, then fold cards on the dotted lines, making 2-sided cards with a picture on one side and a word on the back.
- Laminate cards so they can be used again and again (optional).
- Store cards in a plastic baggie or punch a hole in the top corner of each card and place them on a ring.

Directions for Play (Small Group/Whole Class):

1. Assemble cards into a deck, picture side up.
2. One student (or the teacher) holds up the first card and shows the other students in the group/class the picture side of the card (use a document camera if doing this activity with the whole class).
3. The student/teacher reads the word (if students struggle, sound out the individual phonemes).
4. The other students in the group/class should write the word on a small whiteboard/chalkboard or using a whiteboard/chalkboard app on a smart device.
5. Once all students have written their answers, direct them to show their boards/devices.
6. Turn the card around to reveal the word, and allow students to check their answers, and correct if necessary.
7. Students should erase boards, and another student (or the teacher) draws another card.
8. Repeat steps 2-7 until all cards are used or as time permits.

Go Fish

Teacher Preparation:

- Print one set of the cards (cardstock recommended) per pair/group.
- Cut cards on the solid black lines and the dotted lines, separating the words from pictures.
- Laminate cards so they can be used again and again (optional).
- Store cards in a plastic baggie or punch a hole in the top corner of each card and place them on a ring.

Directions for Play (Pairs/Small Group):

1. Shuffle cards and assemble into a deck.
2. The dealer deals each player 5 cards and places the remaining cards face down in a deck.
3. Moving clockwise, players take turns asking a specific player, "Do you have the picture that matches the word ____?" or "Do you have the word that matches my picture of a ____?" If the player has the card you requested, he/she must pass it over. If not, you must go fish (draw a card from the deck). If you get the card you requested, you get to go again.
4. Play continues until all hands are empty and there are no more cards from which to draw. The winner is the player with the most pairs of matching cards at the end of the game.



Suggestions for Use

Memory

Teacher Preparation:

- Print one set of the cards (cardstock recommended) per pair/group.
- Cut cards on the solid black lines and the dotted lines, separating the words from pictures.
- Laminate cards so they can be used again and again (optional).
- Store cards in a plastic baggie or punch a hole in the top corner of each card and place them on a ring.

Directions for Play (Pairs/Small Group):

1. Mix up the cards and lay them in rows, face down.
2. The first player turns over any two cards. If the cards match (the word matches the picture), the player keeps them and goes again. If they don't match, the cards are turned back over, and it's the next player's turn).
3. Play continues until all cards have been matched or as time permits. The player with the most pairs of matching cards wins the game.

Quiz-Quiz-Trade

Teacher Preparation:

- Print enough sets of the cards (cardstock recommended) so that when cards are assembled, each student in the class has one card.
- Cut cards on the solid black lines, fold cards on the dotted lines, making 2-sided cards with a picture on one side and a word on the back.
- Laminate cards so they can be used again and again (optional).
- Store cards in a plastic baggie or punch a hole in the top corner of each card and place them on a ring.

Directions for Play (Small Group/Whole Class):

1. Distribute cards to students so that each student has one card.
2. Students should partner with a classmate.
3. Partner A will show Partner B the picture side of his/her card and read the word on the back aloud.
4. Partner B will spell the word. (If Partner B answers incorrectly, Partner A will coach him/her.)
5. Students will switch roles so Partner B quizzes Partner A.
6. Partners trade cards.
7. Repeat steps 2-6 a few more times with different partners as time permits.



Progress Recording Form

Teacher: _____
Weeks 1-6

| Student Name | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--------------|--------|--------|--------|--------|--------|--------|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| 11. | | | | | | |
| 12. | | | | | | |
| 13. | | | | | | |
| 14. | | | | | | |
| 15. | | | | | | |
| 16. | | | | | | |
| 17. | | | | | | |
| 18. | | | | | | |
| 19. | | | | | | |
| 20. | | | | | | |
| 21. | | | | | | |
| 22. | | | | | | |



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Check Us Out Online:



.com



TpT



f



Credits:

Fonts 4 Teachers

