

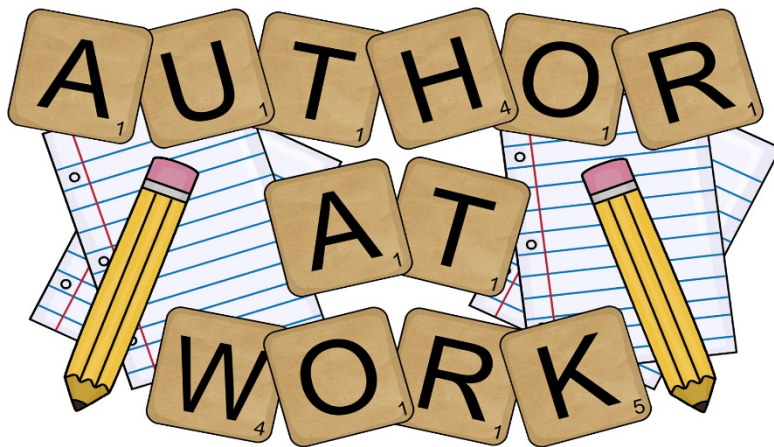
Second Grade

ELA

Reading - Fiction

Writing - Personal Narrative

Phonics - Unit 3



Second Grade

Reading - Fiction



TYPES OF FICTION

Traditional Literature – stories that are passed down from one group to another throughout history. They include:

- **Folktales** – stories passed down orally from one generation to the next by different cultural groups
- **Fairy tales** – like folktales, have roots in the oral tradition but also include magical elements (e.g., the presence of witches, dragons, trolls, magic spells, etc.)
- **Tall tales** – originate from American folk stories with unbelievable elements told as if they were true
- **Legends** – stories related as facts to explain historical events and describe historical figures from a specific time and place
- **Fables** – similar to folktales, but the characters are animals and there is a moral or lesson
- **Myths** – stories based on tradition to explain how the world and humankind came to be

Fantasy – make-believe stories including elements that are impossible, such as talking animals or magical powers.

Science Fiction – fantasy stories that use science and technology.

Realistic Fiction – stories using made-up characters having experiences that could actually happen in real life.

Historical Fiction – fictional stories that take place in a particular time period in the past. Often the setting is real, but the characters are made up.

Mystery – suspenseful stories about puzzling events that are not solved until the end of the story; the problem is solved by following clues.

Exploring Fiction

Traditional Literature

- Stories from around the world
- Passed down from generation to generation
- Often told orally

Realistic Fiction

- Stories made up from the author's imagination, but could happen in real life
- Characters are people who could exist in real life but are created by the author

Fantasy Fiction

- Fanciful story that stretches the readers' imagination
- Cannot possibly be real
- Unrealistic characters (talking animals) or settings (living on Mars)

Name: _____

Date: _____

Story Structure

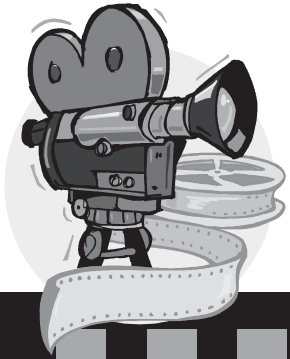
Part of the Story	Story Elements	Our Story Title: _____
Beginning	<p>Introduction of characters: Who is the story about?</p> <p>Description of setting: Where and when does it happen?</p> <p>Presentation of the problem: What is wrong?</p>	
Middle	<p>Plot action, or events that move the story along: What do the characters do to try to resolve the problem?</p>	
End	<p>Resolution of the problem: How is the problem worked out?</p> <p>Conclusion of the action: What happens in the end?</p>	

Elements of Folktales

Folktale element	Examples from <i>Tony's Bread</i>	Other examples
Literary Language: language that lets us know this is a folktale	<i>Once, a long time ago . . .</i>	<i>Once upon a time . . .</i> <i>A long, long time ago . . .</i>
Cultural Language: words specific to the part of the world where the story comes from	<i>Italian words: una piccola bambina, una principessa, dolci, che bella donna, zia</i>	<i>Prairie words in <u>Little Red Riding Hood: A Newfangled Prairie Tale</u>: scorcher, feed store, crops, country bumpkins, off her rocker, etc.</i>
Characters or events in threes	<i>The three sisters</i>	<i>Three little bears, three evil stepsisters, three pigs, three Billy Goats Gruff, three wishes from the genie, three guesses for the troll under the bridge, etc.</i>
Use trickery to complete a quest or resolve a problem	<i>The nobleman devises a plan with the three sisters to get Tony the baker to allow the nobleman to marry his daughter.</i>	<i>Little pig tricks bad wolf into boiling pot, Cinderella tricks stepsisters by showing up to the ball beautifully disguised, etc.</i>
Folktales usually have a happy ending	<i>Serafina and Angelo marry, Tony becomes a famous baker, "Brava Serafina, bravo Angelo, bravo Tony!"</i>	<i>"And they lived happily ever after." Cinderella and the prince, the three pigs, Goldilocks, etc.</i>

Name: _____

Date: _____



The Movie in My Mind

Text Title: _____

Use your imagination to create illustrations that show
the movie that has unfolded in your mind.



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Name: _____ Date: _____

Common Themes in Traditional Literature

Folktale, Fairy Tale, or Fable	Theme or Lesson	Evidence From the Text
<i>The Ugly Duckling</i>	Appearances can be deceptive. Kindness is found within. Never give up on yourself.	The duckling stays strong and kind. In the end he transforms into a beautiful swan.
<i>Little Red Riding Hood</i>	Don't talk to strangers. Things aren't always what they seem.	Wolf gets eaten. In the newfangled version he has to learn manners.
<i>Tony's Bread</i>	Explain the world's creation or how something came to be.	Tony's bread became famous and loved all over Italy because of Serafina and Angelo's love.
<i>Cinderella</i>	Harmful acts sow harmful results. Never give up on yourself. Kindness is found within.	The evil stepfamily loses the royal favor. Kind Cinderella becomes a princess.
<i>The Tortoise and the Hare</i>	Slow and steady wins the race.	By continuing forward, the tortoise wins the race.
<i>The Lion and the Mouse</i>	One good turn deserves another. Kindness is a good investment. Strength has many forms.	The lion allows the mouse to live and is later saved from the hunter's nets by the tiny mouse's teeth.

Let's Infer

A reader might say . . .	Inferring . . .	Concluding . . .
<i>I notice . . .</i>	<i>This shows that . . .</i>	<i>The character is/will . . .</i>
<i>I see . . .</i>	<i>This suggests . . .</i>	<i>. . . is going to happen.</i>
<i>I believe . . .</i>	<i>Because . . .</i>	<i>. . . will happen.</i>
<i>I think . . .</i>	<i>This must mean that . . .</i>	<i>The moral of the story is . . .</i>

Name: _____ Date: _____

Getting to Know the Character

Text Title: _____

Facts About the Character:

What does he or she look like?

How old is he or she?

Where does he or she live? etc.

Dialogue:

What does he or she say?

Character:

Actions:

What does he or she do?

Thoughts and Feelings:

What does he or she think or feel?

Name: _____

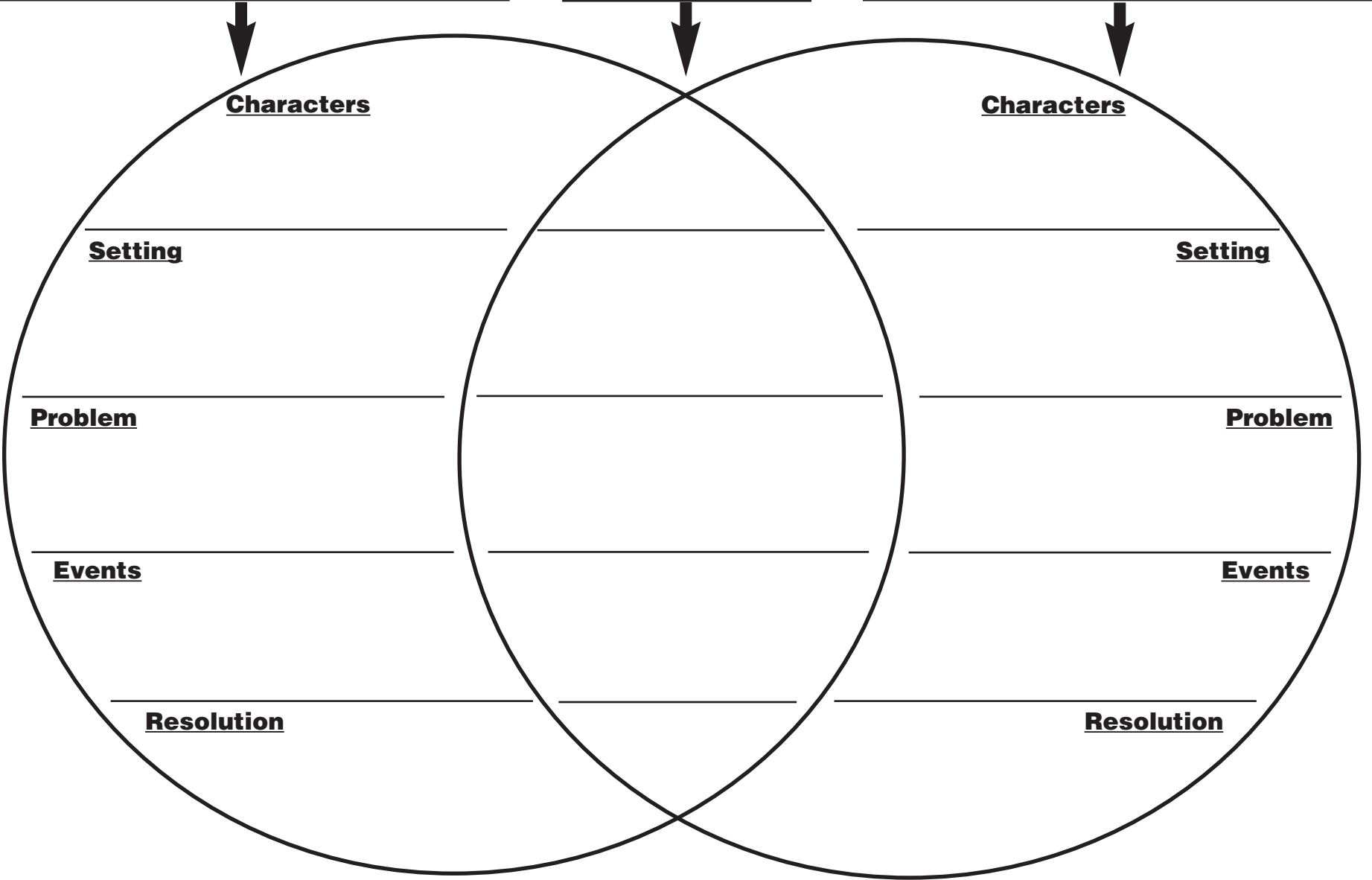
Date: _____

Let's Compare!

Book title:

Both

Book title:



Moving Back and Forth in Time!

The following transition and temporal words, phrases, and clauses signal to readers when time is changing or passing in the story:

Every week, the kid came . . .

The day it happened . . .

Then I scooted back . . .

When I got back . . .

Then the kid came in . . .

Anyway, thanks for listening.



Name: _____

Date: _____

Story Structure

Part of the Story	Story Elements	Our Story Title: _____
Beginning	<p>Introduction of characters: Who is the story about?</p> <p>Description of setting: Where and when does it happen?</p> <p>Presentation of the problem: What is wrong?</p>	
Middle	<p>Plot action, or events that move the story along: What do the characters do to try to resolve the problem?</p>	
End	<p>Resolution of the problem: How is the problem worked out?</p> <p>Conclusion of the action: What happens in the end?</p>	

Dear Families,

We are studying fiction and have just finished reading a Norwegian folktale titled "The Most Valuable Treasure." Folktales are a special type of story, as they have been passed down over the generations through oral storytelling as a means of teaching the next generation important life lessons and values.

Your child has been practicing his or her own storytelling skills. Please take a moment to listen as he or she shares this beautiful, short tale with you about a young boy on his quest to help his mother.

After listening to the story, take a moment to discuss the values that the hero learned, and share a life lesson or value that you would like to pass on to your child and, if possible, a tale that accompanies it.

Thank you for your time and participation in this fun and fabulous journey of fiction!

Kind regards,

Name: _____

Date: _____

A Hero's Journey

Text Title: _____

Who is the hero (main character)?

What is his or her challenge (problem)?

Where does his or her journey take him or her?

What adventure awaits?

What happens in the adventure?

How does the journey end?

How is the problem resolved?

What is the lesson or moral of the story?

Name: _____

Date: _____

Did the Character Change?

Beginning

Facts

What does he or she look like?

How old is he or she?

End

Facts

What does he or she look like?

How old is he or she?

Character _____

Beginning

Actions and Thoughts

What does he or she do?

What does he or she think or feel?

End

Actions and Thoughts

What does he or she do?

What does he or she think or feel?

Name: _____ Date: _____

I Think It Means . . .

New word	Have I heard this word before?	Are the words around it helpful?	Does the punctuation give clues?	Are there clues in the illustrations?	I think it means . . .

Name: _____

Date: _____

Connect to the Text

Write about your connection to the text by filling in the blanks and describing what the text made you think about.

Text Title: _____

I connected this text with something in _____ (another text, my own life, the world).

My text connection made me think about

I connected this text with something in _____ (another text, my own life, the world).

My text connection made me think about

Name: _____ Date: _____

Describing Tone and Mood

Book title: _____

The word(s) _____ best describe(s) the author's tone.

Use examples and evidence from the text to show how the author creates this tone.

In this book the author creates a _____ tone by:

When I read this book, it made me feel _____, which describes the mood.

Words to Describe Tone and Mood

The Author's Tone

The attitude the author has about his or her subject

Cheerful, light

Amused, playful

Angry, urgent

Neutral

Sad, gloomy

Serious, formal

Funny, humorous

The Reader's Mood

The emotions that the readers feel while reading the text

Happy, excited

Confused

Angry, scared

Bored, relieved

Sad, nervous

Frustrated

Embarrassed

Recognizing Different Points of View

Text Title: "Abigail, Enough!"

Author: Wendi Silvano

Text clues	What it means	Examples from the story
Punctuation marks (e.g., quotation marks, exclamation points)	Quotation marks show when a character is speaking in his or her own voice. They appear at the beginning and end of what is said. The exclamation point indicates that the character is saying something in a louder, more dramatic voice.	"Abigail, enough!" cried her father. "You have to find someplace else to do your gymnastics."
Text language	Words can describe the character's tone of voice.	. . . yelled her brother . . . moaned her mother . . . cried her father
Illustrations	Thought bubbles and facial expressions can reveal characters' points of view.	The opening illustration shows Abigail happily jumping, but her mother, father, and brother all have angry and frustrated expressions.

Name: _____ Date: _____

Getting to Know the Character

Text Title: _____

Facts About the Character:

What does he or she look like?

How old is he or she?

Where does he or she live? etc.

Dialogue:

What does he or she say?

Character:

Actions:

What does he or she do?

Thoughts and Feelings:

What does he or she think or feel?

The Functions of Dialogue

Text Title: _____

Author: _____

How dialogue contributes to the story	Examples from the text
Shows the characters’ opinions, feelings, and points of view.	
Makes the characters’ relationships come to life. Shows how they interact.	
Creates a sense of time. Shows what is happening in a specific moment.	
Moves the plot forward by changing scenes and conversations.	
Provides clues as to what might happen next, allowing readers to make predictions.	

Drama Vocabulary

Character—the person whom each actor or puppet pretends to be

Narrator—the person who is telling the story

Stage directions—messages from the writer of the play to the actors/puppeteers, telling them what to do and how to act

Script—written version of a play or drama

Dialogue—a conversation between two or more characters

Comparing Narrative Fiction Texts and Drama Scripts

Narrative Fiction Text	Drama Script (written version of a play)
<p>Story elements: The text has a structure with a beginning, middle, and end, setting, characters, plot with problem to resolve, and a theme or lesson.</p>	<p>Story elements: The text has a structure with a beginning, middle, and end, setting, characters, plot with problem to resolve, and a theme or lesson.</p>
<p>Narration: The writer tells the story from the point of view of someone outside the story or one of the characters and uses descriptive language to help readers visualize the events in the story.</p>	<p>Narration: A narrator helps the readers know what is going on and has a speaking part. Readers visualize the actors acting out the events in the story.</p>
<p>Dialogue: The writer uses quotation marks to indicate who is talking.</p> <p>For example: "Abigail, Enough!"</p>	<p>Dialogue: The writer lists who is speaking on the left side of the page followed by a colon.</p> <p>For example: Narrator: Once upon a time, there were three little socks.</p>
<p>Illustrations: Help tell the story and set a tone.</p>	<p>Stage Directions: Tell the readers how to say the words or act. They are written in italics and placed inside parentheses.</p> <p>For example: <i>(They giggle.)</i></p>

Name: _____

Date: _____

Questions Lead to Predictions

Text: _____

Author: _____

My Questions	Clues From the Text	My Predictions

Common Figurative Language Expressions

Idioms (phrases that have a different meaning from the actual words used):

- It's raining cats and dogs.
- Give me a break.
- He got cold feet.
- Let the cat out of the bag.
- The coast is clear.
- He feels down in the dumps.

Personification (giving an animal or object human-like characteristics):

- Time flew and, before we knew it, it was time for me to go home.
- The news took me by surprise.
- The thunder clapped angrily in the distance.
- When the movie went on sale, it flew off the shelves.

Similes (comparing two nouns (persons, places, or things) that are unlike with “like” or “as”):

- She was as busy as a bee.
- Her hand was as cold as ice.
- He eats like a bird.
- She was as quiet as a mouse.

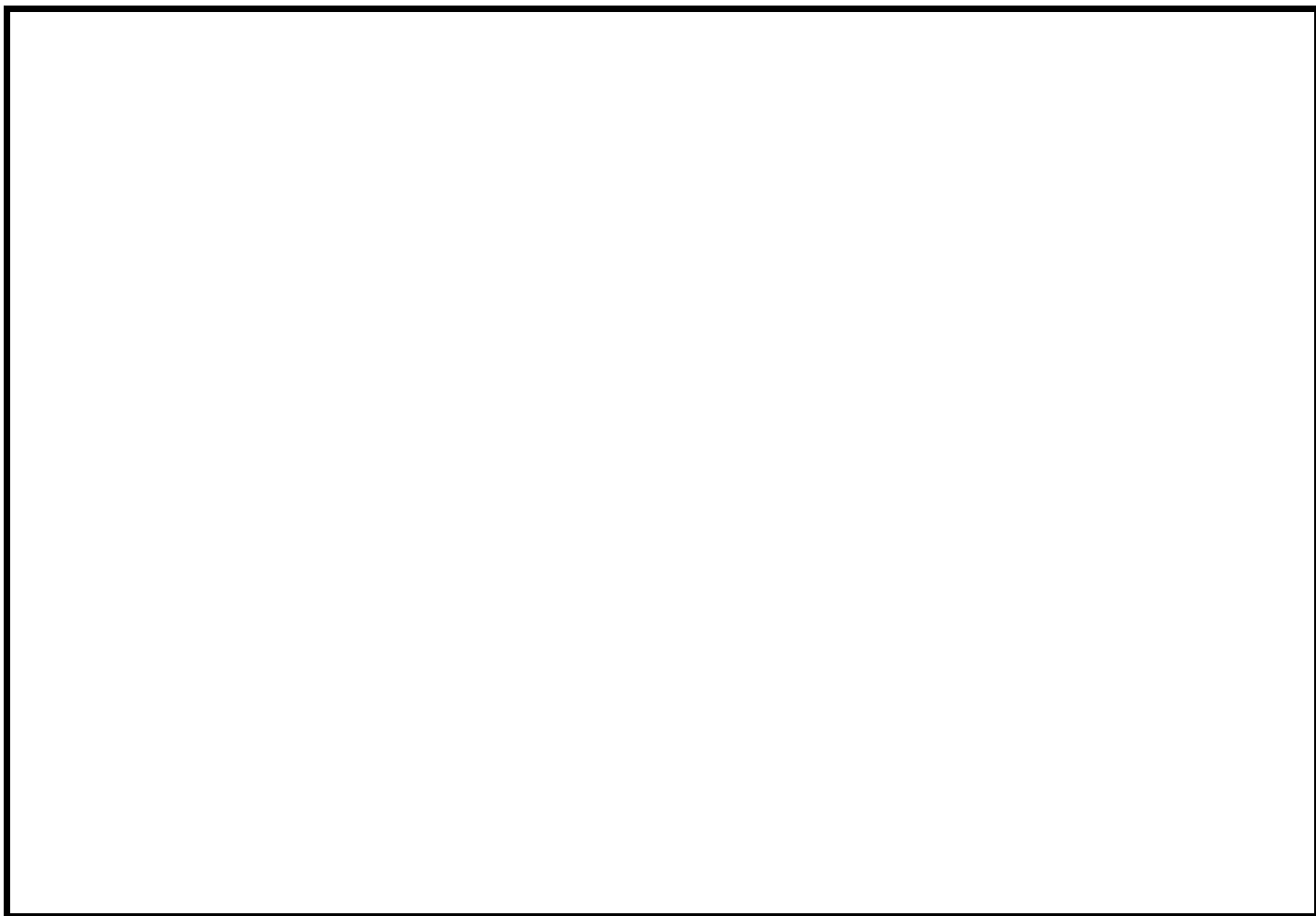
Name: _____ Date: _____

Figurative Language in Our Reading

Type of Figurative Language	Text Title	Example	What It Really Means
Idiom a phrase that has a different meaning from the actual words used	<i>The Wolf's Story</i>	"We hit it off from the beginning."	The wolf and Grandma became good friends and got along well together.
Personification giving an animal or object human-like characteristics	<i>The Ugly Duckling</i>	"Every morning it grew colder and colder . . . his legs moved so slowly that the ice crept closer and closer." "The lilacs bent their boughs down to the water before him, and the bright sun was warm and cheering."	The ice seemed to move like a person, surrounding the duckling's legs. The flowers and sun acted like humans to show how everyone, even nature, was happy and proud of the ugly duckling.
Simile comparing two nouns (persons, places, or things) that are unlike with "like" or "as"	<i>The Ugly Duckling</i>	"One day he heard a sound of whirring wings, and up in the air he saw a flock of birds flying high. They were as bright as the snow that had fallen during the night . . ."	The birds were very white.

Name _____

Free Writing Page!



Second Grade

Writing - Personal Narrative



Dear Families,

We are beginning a unit of study on personal narrative writing, which is all about telling the stories of our lives and our cultures. Personal narrative is a life-enriching genre of writing that is a natural fit for many children because they truly enjoy telling their stories and making connections with other storytellers. We will be reading exemplary books to explore the features and craft of personal narrative writing throughout the study, and the students will write and publish their own stories.

As we progress through this unit, your child may find extra enjoyment in sharing familiar family stories and ask you to share some stories of your own that may be new to him or her as he or she grows as both a listener and observant writer. Students will be asked to bring a couple of photographs or memories to class that remind them of important times in their lives. They can also bring an object that has special significance to them. Please have your child gather these things for class as soon as possible.

All of the diverse, beautifully written books that we are using to ground our personal narrative study are listed below.

Dancing in the Wings by Debbie Allen

The Day of Ahmed's Secret by Florence Parry Heide and Judith Heide Gilliland

How My Parents Learned to Eat by Ina R. Friedman

The Keeping Quilt by Patricia Polacco

Looking Back by Lois Lowry

Ma Dear's Aprons by Patricia C. McKissack

My Abuelita by Tony Johnston

Up North at the Cabin by Marsha Wilson Chall

Owl Moon by Jane Yolen

Snapshots from the Wedding by Gary Soto

We hope that this unit of study will be a wonderful opportunity to slow down in our busy lives to share the stories that bring us together as people, and for your child to write deeply and specifically about the stories that mean the most to him or her.

Sincerely,

Writers on Writing

What inspires some of our favorite authors of personal narrative books to write? Where do they get their ideas? What helps them to write? Here are some interesting words of wisdom from some of our authors about their writing lives.

Jane Yolen reflects on her writing process.

“. . . I have learned to trust those intuitive moments when stories seem to leak from my fingertips.”

Lois Lowry discusses writing.

“Reading is the best way to learn to write well. Read as much as you can. Think about what you read—how the author made it interesting, or funny, or suspenseful. And write as much as you can, too. Keep a journal. Get together with friends who enjoy writing, and read things aloud to each other and talk about them.”

Lois Lowry talks about where ideas for stories come from.

“Ideas come from the imagination. What triggers your imagination? Things that you read, see, overhear, dream, or wonder about. Anything that makes you think, ‘What if . . . ?’ is the start of a story.”

Patricia Polacco writes honestly and boldly illustrates the stories of her life and her family.

“Where do I get my ideas? I turn off my T.V. and listen to my inner voice. Try it yourself sometime.”

Tony Johnston talks about her writing style.

“I have no typical style. If you read a bunch of my books, you’d probably think they were written by a bunch of different people. Every story is different. It starts as something that needs to get out from inside of you; it shows you the best way to say it.”

Tony Johnston discusses the most gratifying aspect of writing for children.

“Hearing from a young person that you have made him (or her) laugh or cry or think or try to write his own story or to follow some other dream (Hold fast!)—in short, that you have connected.”

Patricia C. McKissack declares that she came from a family of storytellers, which often inspires her writing.

“Sometimes we’d get a real treat when my grandfather would dramatize an episode from his childhood, told in the rich and colorful dialect of the Deep South.”

Patricia C. McKissack also writes stories inspired by her own life experiences and by the research she does on topics that are interesting to her.

“Long before I became a writer, I was a listener and an observer.”

Name: _____ Date: _____

Where Do My Personal Story Ideas Come From?

Directions: Tape this running checklist of your ideas into your Writer’s Notebook. Add to it whenever you think of something new, and use it as a tool for writing if you are looking for ideas.

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

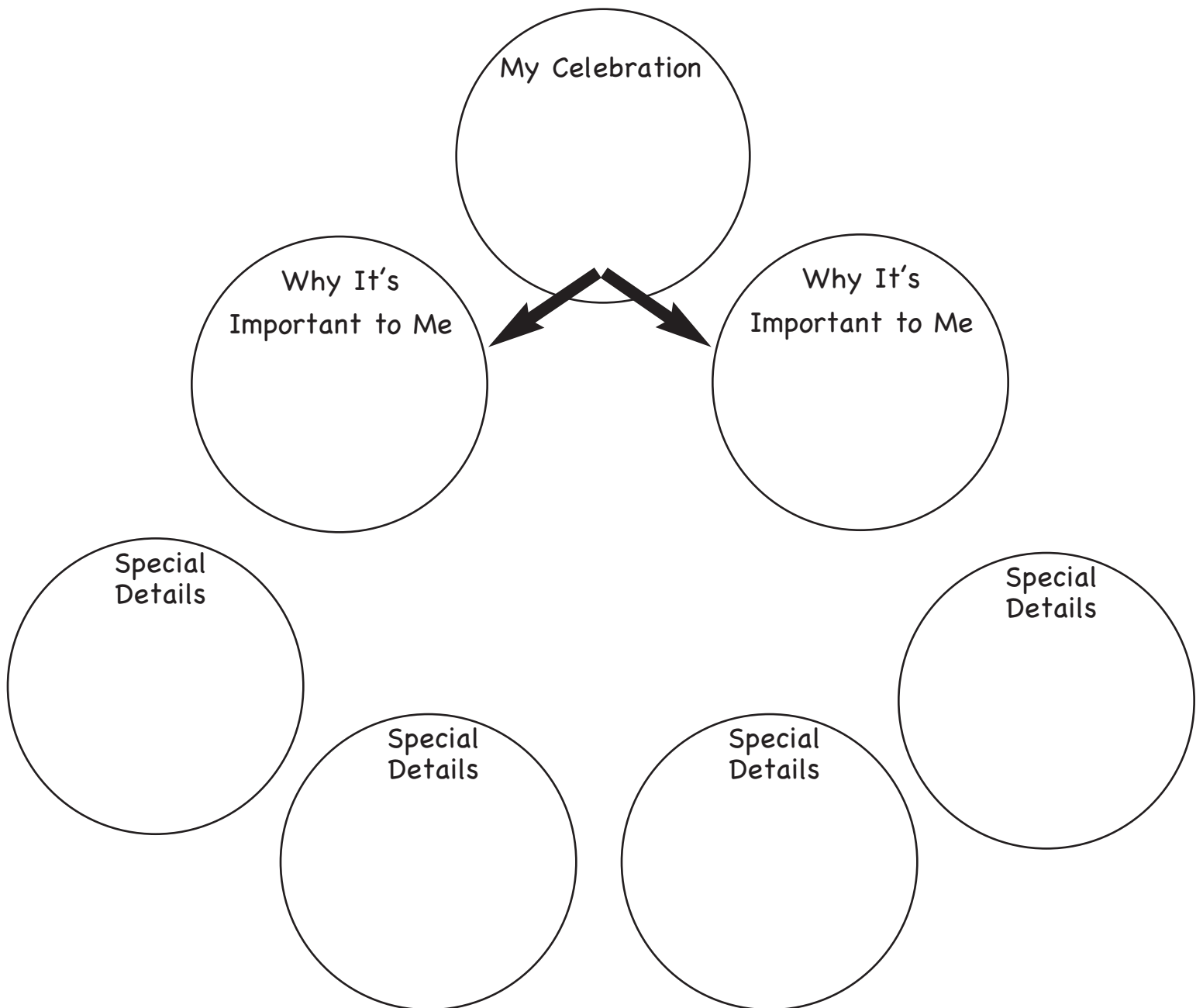
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Where Do My Personal Story Ideas Come From? (Adapted)

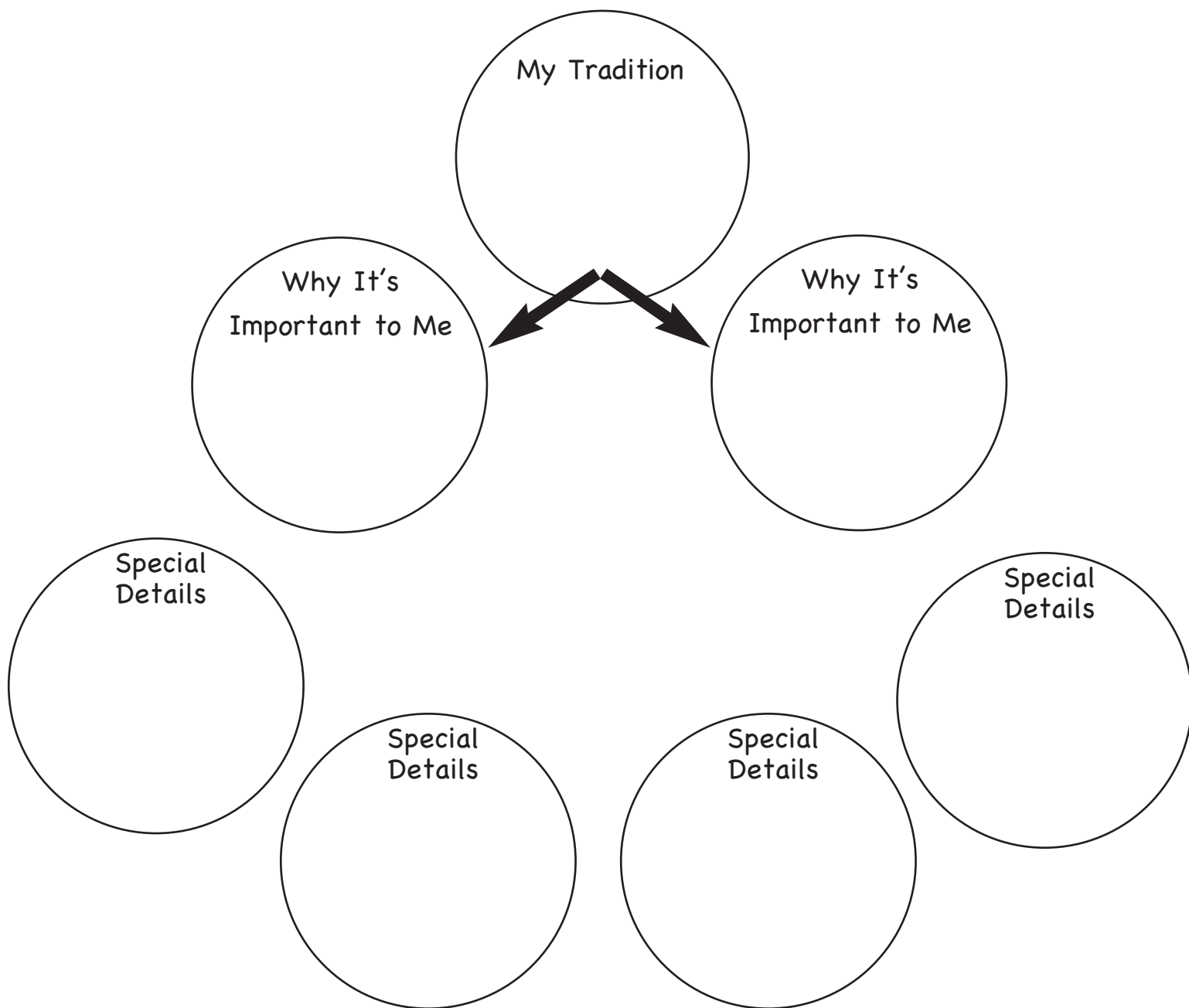
Directions: Tape this running checklist of your ideas into your Writer’s Notebook. Add to it whenever you think of something new, and use it as a tool for writing if you are looking for ideas.

Picture	Writing Idea
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	<hr/> <hr/> <hr/>
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My Celebrations!



My Traditions!



Name: _____ Date: _____

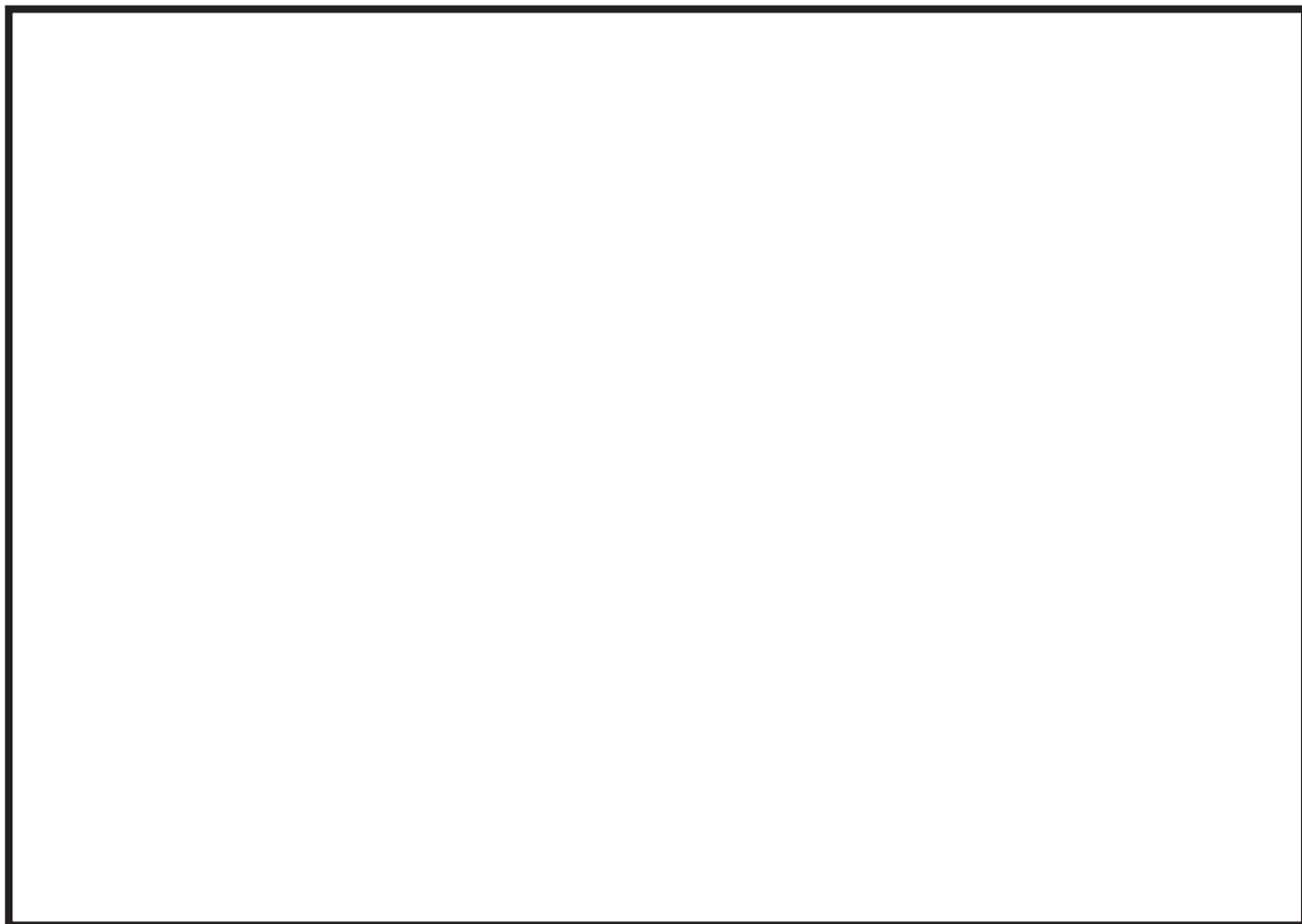
Important Events: The Stories of My Life

Directions: In the boxes on the left, sketch an important event you experienced in your life. On the lines next to your sketch, write the details of the important event. Think about what was happening. What were you feeling? Thinking? What were others doing?

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	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Name: _____ Date: _____

Looking Back



Briefly share the story inspired by this photo.

Name: _____ Date: _____

That's a Great Idea!

Directions: Now that you've decided which entry or idea you would like to turn into a personal narrative, what else can you write about this story? What other thoughts are coming to mind? Jot down your thoughts on the lines below.



Topic: _____

Thoughts:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Name: _____ Date: _____

Who Can I Ask?

Directions: Write the things you're wondering or need more information about (your questions) in the "Question" column. Then think about someone you might be able to ask who could answer your question and write your ideas in the "Who Can I Ask?" column. Once you find or get the answer to your question, write what you learned in the "Answer" column.

Question	Who Can I Ask?	Answer

Runaway Dogs

Every Fourth of July is exciting at our house, but last year was more exciting than usual. Our friends and family arrived in the afternoon, as they always do, to enjoy a picnic in the backyard before watching the fireworks at night. Pat and Bruce even brought their dog Max to play with our dog Holly. Everyone was really looking forward to a good time.

We were having so much fun that the afternoon passed quickly. It was beginning to grow dark when people around the neighborhood started to set off firecrackers that sizzled and popped loudly. All of a sudden both Max and Holly bolted through the front yard and down the street. They must have been startled by the noise of the firecrackers.


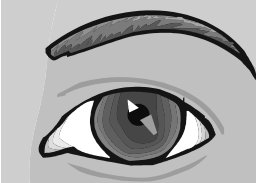



Before we knew it, all of our friends and family were running down the street wildly chasing Max and Holly. Both dogs turned to look at this group of people yelling and running after them. Fortunately, they slowed down just enough so our friend Bruce could grab their collars. We marched Max and Holly back home and hugged them with sighs of relief as we put them safely in the house.

What's the Sense?

(Example)

My personal narrative idea: Going owling at night with my family in the winter

Directions: Go back in your memory and think about your senses at the time you experienced this event. Jot down notes about everything you remember feeling, seeing, hearing, smelling, and tasting. Remember that it is okay if you do not have notes for every sense.


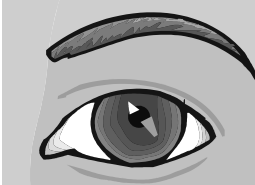



	Describing Words
What did it feel like? 	no wind, cold
What did it look like? 	bright moon still, giant trees sky shining
What did it sound like? 	train whistle—long, slow, sad
What did it smell like? 	
What did it taste like? 	

Name: _____ Date: _____

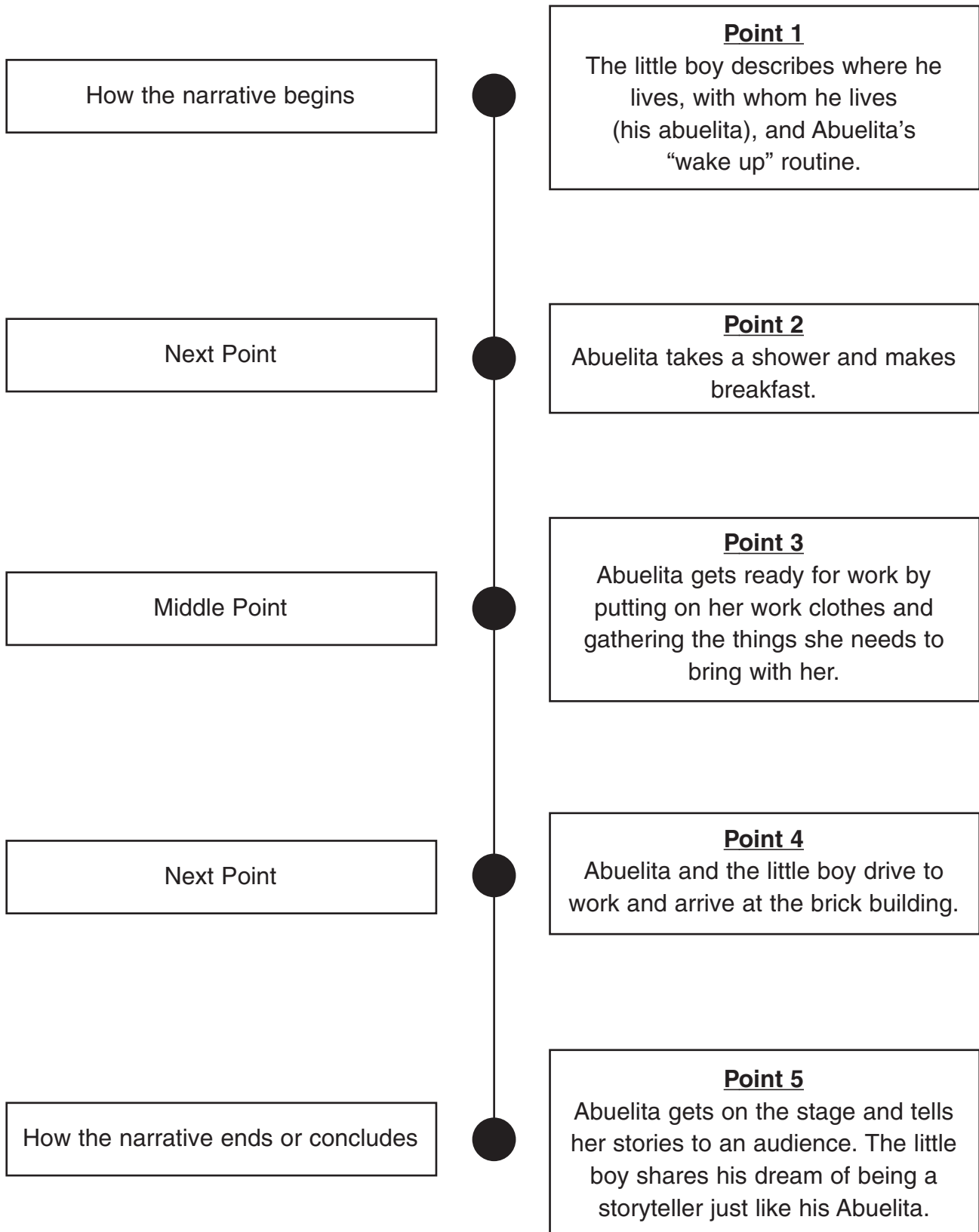
What's the Sense?

My personal narrative idea: _____

Directions: Go back in your memory and think about your senses at the time you experienced this event. Jot down notes about everything you remember feeling, seeing, hearing, smelling, and tasting. Remember that it is okay if you do not have notes for every sense.

	Describing Words
What did it feel like? 	
What did it look like? 	
What did it sound like? 	
What did it smell like? 	
What did it taste like? 	

Time Line of *My Abuelita*



Timing Is Everything

How your narrative begins

Next Point

Middle Point

Next Point

How your narrative ends or concludes



Point 1

Point 2

Point 3

Point 4

Point 5

Transition Words and Phrases for Narrative Writing

After

After all of that

Afterward

Along the way

An hour later

As soon as

At last

At that very moment

Before

Before long

During all of this

Earlier

Eventually

Finally

Immediately

In the meantime

Later

Later on

Later that same day

Meanwhile

Next

Not a moment too soon

Not long after

Now

Once

One day

Shortly after that

Soon

Subsequently

Tomorrow

Until

When

While

While this was happening

Yesterday

Timing Is Everything Discussion Card

- What is the setting? Where does the story take place?
- Who is there? Who is with you?
- What are you feeling?
- What do you see?
- What happens next?
- What happens after that?
- What happens last?

Story Organizer

Beginning (Point 1 from time line):

Supporting Detail 1: _____

Supporting Detail 2:_____

Middle (Point 2 from time line): _____

Supporting Detail 1: _____

Supporting Detail 2:_____

Middle (Point 3 from time line): _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Middle (Point 4 from time line): _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Ending or Conclusion (Point 5 from time line): _____

Supporting Detail 1: _____

Supporting Detail 2: _____

The Whole Story Discussion Card

- What does the setting look like?
- What does it feel like?
- What sounds do you hear?
- What does it smell like?
- Is there any action going on?
- Can you describe the characters?

Great Revelations Discussion Card

- What is an important idea you want the person reading your story to find out?
- Have you learned something about yourself?
- Why do you want to write this story?
- Did something special or surprising happen?
- Do you want others to learn something from your story?

Say What?

Directions: While reading through your story, jot down any ideas you have for dialogue between your main character and another character. What could they say in a conversation that would help readers better understand your main character?



Conversation between . . .	What are they saying to each other?

Name: _____

Date: _____

A Way With Words

Directions: Sometimes authors put words together in interesting ways to help them write more precise descriptions. If you come across an interesting way that an author has put words together while reading, jot down what you notice.

Title and Author	Words Put Together in an Interesting Way	What Is Being Described?

Student Writing Sample

my favorite place is my Grandpa's house. I lik his fulffy bed with lots of pillows and the soft blue quilt. I hlpe him rak leaves in the forntyard. His house is cozy when it ranes.

That's way I like my Grandpa's house the best.

CUPS

Editing Checklist

- ✓ **C** Write CUPS on the corner of your paper, like
- ✓ **U** this example. Check off each letter after
- ✓ **P** you ask yourself the following questions and
- ✓ **S** complete any necessary editing.

Capitalization: Have you remembered to capitalize the first word in each sentence and all the proper nouns?

Usage: Have you used words correctly? Do they make sense? Are they in the correct order? Have you left out any words? Have you written complete sentences?

Punctuation: Is there punctuation (period, question mark, exclamation point) at the end of every sentence? Have you used commas carefully? Do possessives and contractions have apostrophes in the correct place? Have you used correct dialogue punctuation?

Spelling: Have you done your best to spell all words correctly? Remember to use strategies such as stretching the word out to hear all the sounds, asking a friend for help, and using the print around you for help.

Name: _____

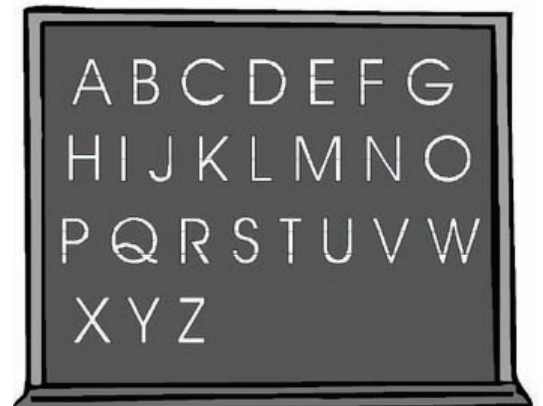
Date: _____

How Do I Spell . . . ?

Spelling Strategies to Use During Editing

If you aren't sure how to spell a word, you can always find the correct spelling somewhere if you just look for it!

1. **Look Around:** Do you see the word somewhere around you in the room? Just look around you.
2. **Look Back:** Do you remember seeing the word in a book that you've read? Find that book.
3. **Look It Up:** Use the dictionary.
4. **Look Electronically:** Use a spell checker, either on a hand-held device or on the computer, but be sure to read all of the definitions to find the correct word.
5. **Look to Someone in the Room:** Ask a friend, a parent, or a teacher for help.



Author's Note

Dedication

My Writing Life

Directions: Ask yourself the following questions. Think carefully about how you feel as a writer and then answer the questions on the lines below each one. Look back through all of your writing, from the beginning to the end of our personal narrative study, to help you reflect on how you have grown as a writer and your future goals for writing.

1. What have I learned about writing personal narratives? _____

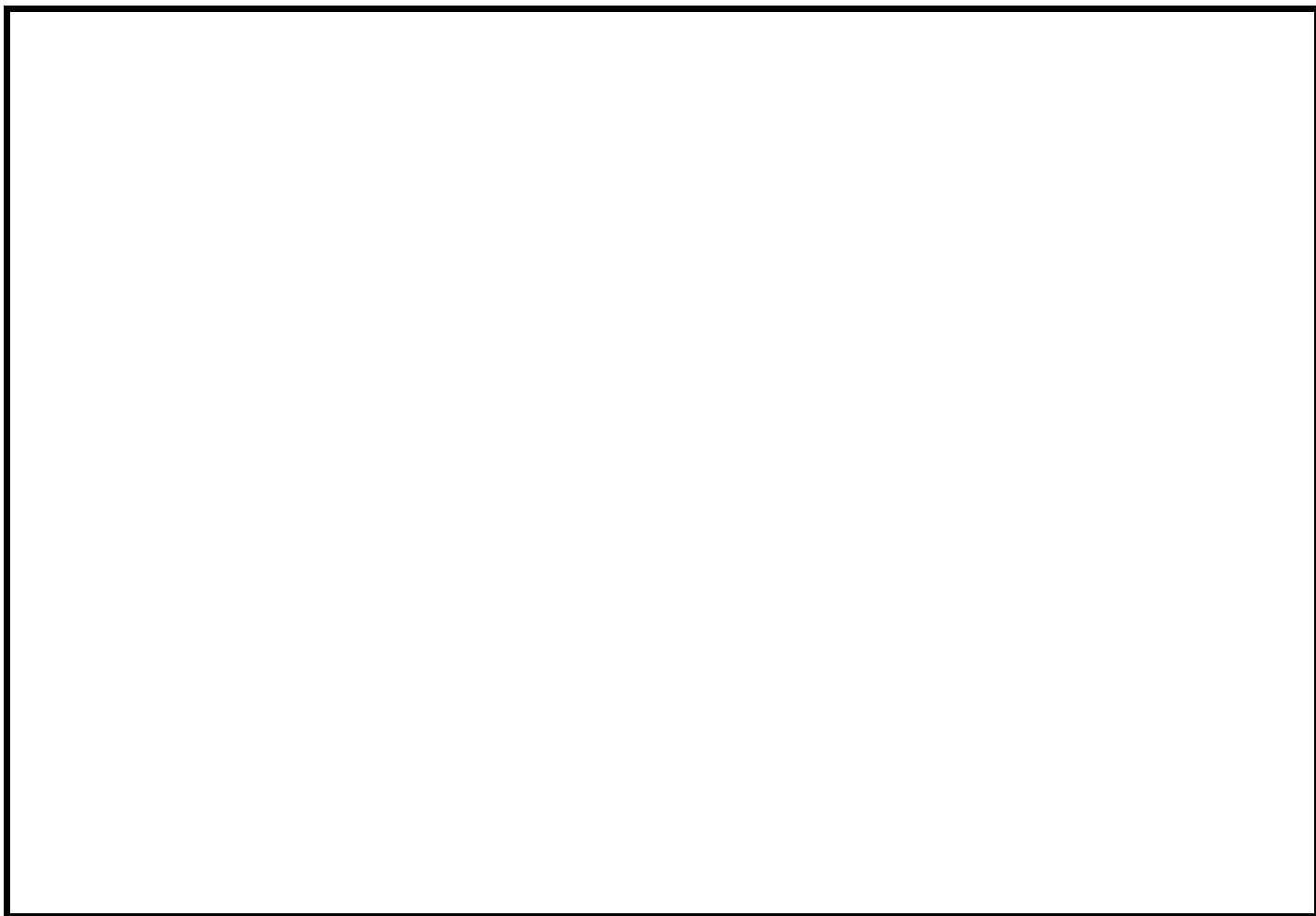
2. What do I like about my writing? _____

3. What do I want to work on to make my writing better? (This is your goal.) _____

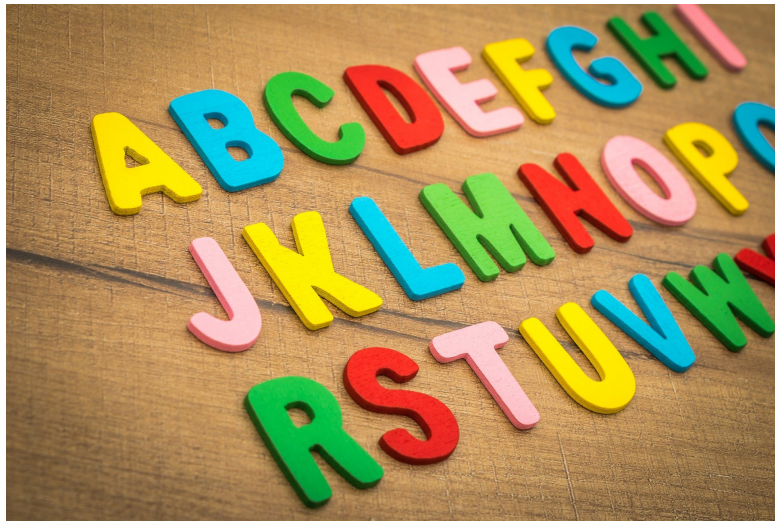
4. What can I do to help me achieve my goal? _____

Name _____

Free Writing Page!

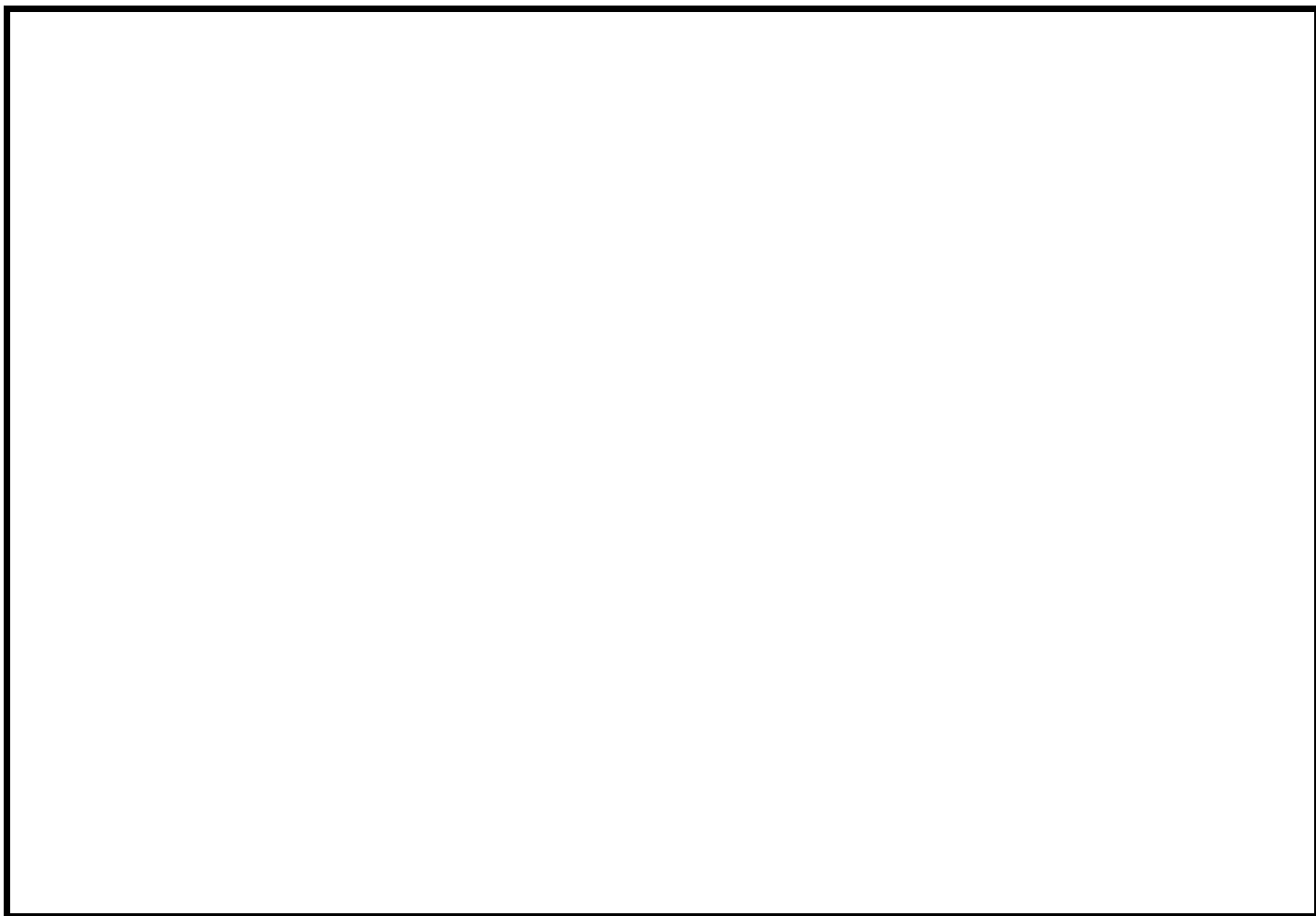


Second Grade Phonics Unit 3



Name _____

Free Writing Page!



Build It! Spell It!

Use big parts



Record each syllable

determination



Check for vowels in each syllable

caution



Use words you know

enough

best

toughest



Doesn't look right?
Check it!

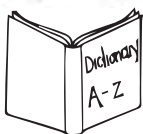
*Ask a friend



*Find it in a book



*Look it up





WANTED:



One Amazing Team of Word Builders

The BLC Construction and Demolition Company is looking for a team of experienced word builders to tackle some exciting new projects. We're searching for people who love challenges, are willing to work hard, and can stick with it when times are tough.

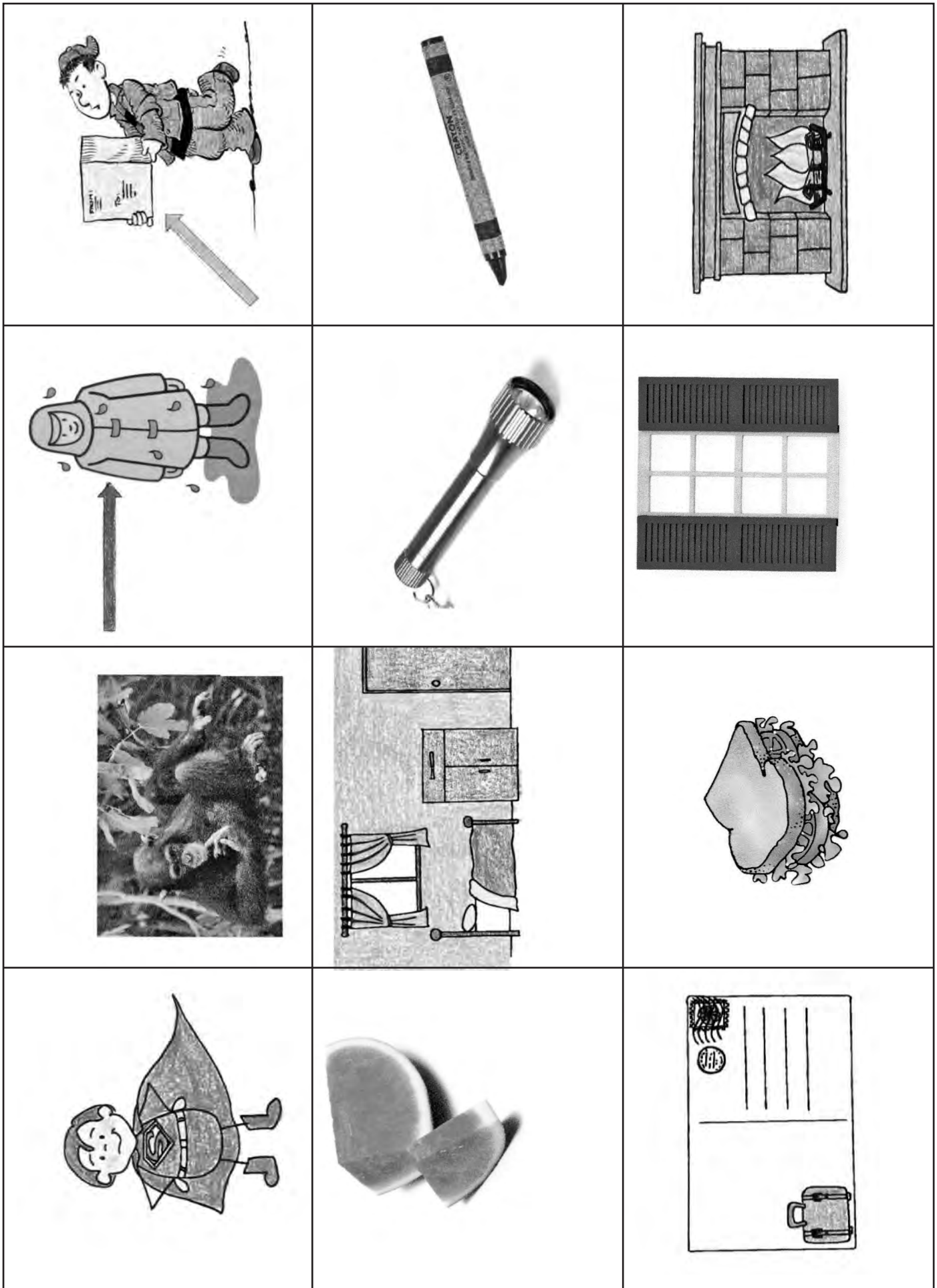
Qualifications:

- ☐ Must be efficient and able to build words quickly
- ☐ Need to be able to hear and write ALL of the syllables in words
- ☐ Be able to recognize and record vowels in each part of a word
- ☐ Have the ability to use known words to solve word-building problems
- ☐ Have strategies to check that words are spelled right

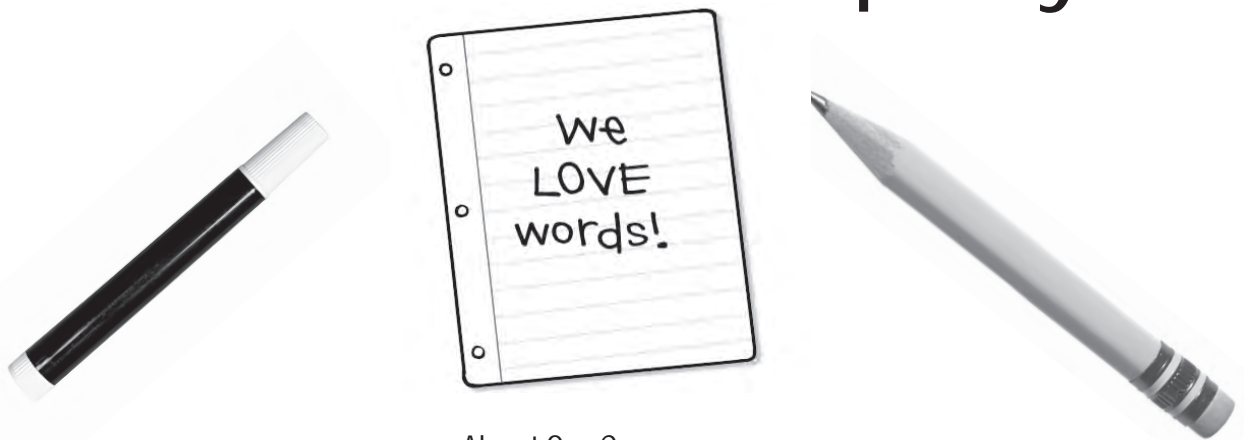
Some job training will be provided. Please apply as a team. Send proof of your qualifications to BLC Construction and Demolition Company along with a letter explaining why you are the right team for this job. Only serious applicants need apply.

Applications due: _____





BLC Construction and Demolition Company



About Our Company

Welcome to our website. We have been recognized as a leader in the field of building BIGGER, LONGER, and more COMPLEX words. No word is too big for our well-trained word builders.

Word builders employed by our company have proven that they have the necessary skills to not only build BLC words but to also demolish them.

Our company is always on the lookout for aspiring word builders. We look for builders that are prepared to grow and develop their skills. If your team believes that you would make a good addition to our company, look for our job posting.



Troublemaker words

Sung to the tune of 'She'll be coming 'Round the Mountain'

There are troublemaker words in second grade.
There are troublemaker words in second grade.
They are tricky in our reading.
They are tricky in our writing.
There are troublemaker words in second grade!

We can tackle all these troublemaker words!

"YEE-HAW!"

We can tackle all these troublemaker words!

"YEE-HAW!"

We can figure out the hard parts,
Then use ALL our phonics smarts,
Or invent a trick to learn how to spell them!

We're gonna write these troublemakers in a snap!

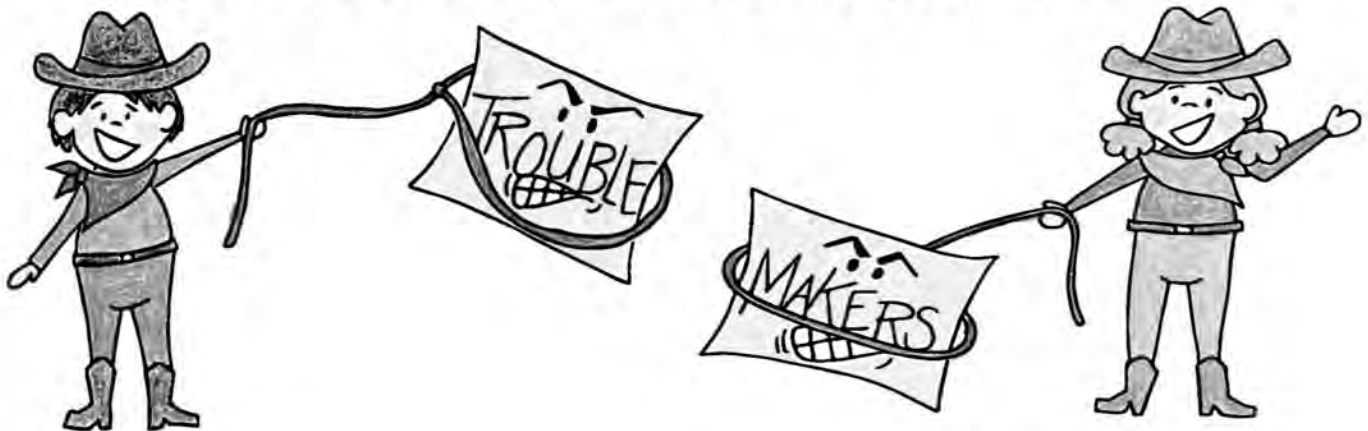
"YEE-HAW!"

We're gonna write these troublemakers in a snap!

"YEE-HAW!"

We can chant them.
We can write them.
We now own them,
And we like them.

They're not trouble any more in second grade...YEE-HAW!"



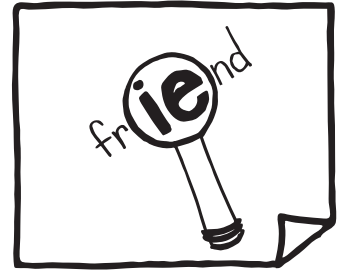
Tackle a Word!

Study The Word

- Try to spell it



- Figure out the hard part



Think . . .

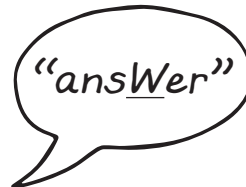
- Can phonics help?



If not



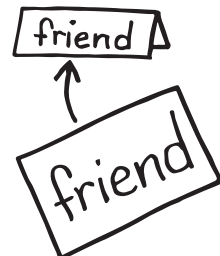
- Can I invent a trick to help me?



Cover



Write

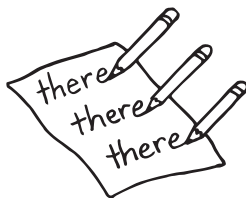


Check it

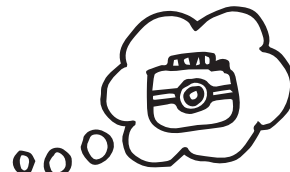
If you need to practice it . . .



Chant it



Write it
over and
over



Take a mind
picture




Sing it




Clap it

Consonant Digraphs

ch




chese




lunch

sh



shield



brush

th




thorn




toonth

ph



phone



photogrph

-ck



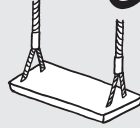
sock

wh-




wheel

-ng



swing

kn-



knight

-gh




laugh

wr-



wrench

-ss



chess

Consonant Blends

s

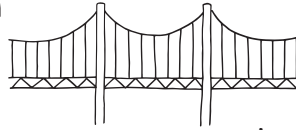
sc



scooter

r

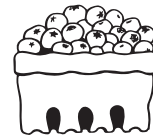
br



bridge

l

bl



blueberries

sk



skyscraper

cr



cradle

cl



clown

sm



smile

dr



dragonfly

fl



flamingo

sn



snail

fr



fruit

gl



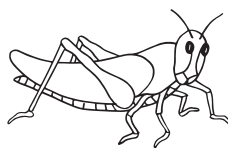
globe

sp



spacecraft

gr



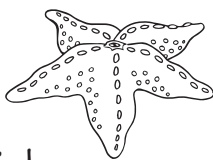
grasshopper

pl



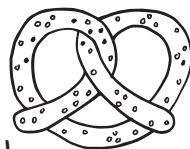
planets

st



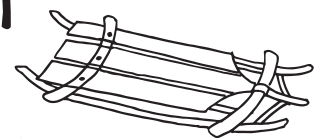
starfish

pr



pretzel

sl



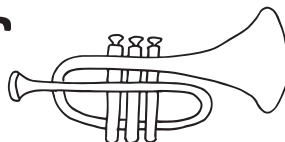
sled

sw



swan

tr



trumpet

tw



twenty

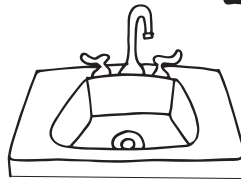
Consonant End Blends

-sk



mask

-nk



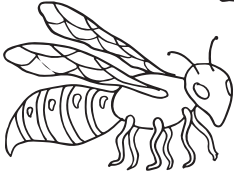
sink

-rk



park

-sp



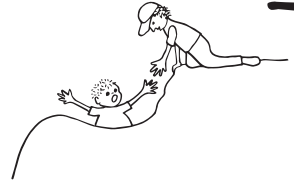
wasp

-mp



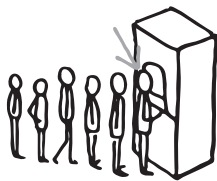
lamp

-lp



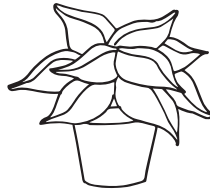
help

-st



first

-nt



plant

-lt



salt

-pt



overslept

-ft



gift

-ct



construct

-nd



band

-rd



bird

-ld



fold

-lf



wolf



Second-Grade Vowel Teams!



ai



brain

ay



tray

ee



sheeep

ea



treats

ey



money

ie



cookie

igh



light

ie



pie

oa



boat

ow



arow

oo



moon



book

ew



chew

ue



glue

au



faucet

aw



claw

oi



coin

oy



boy

ou

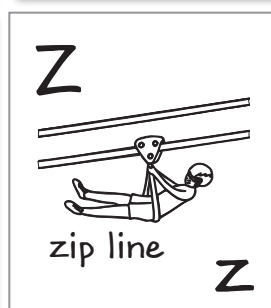
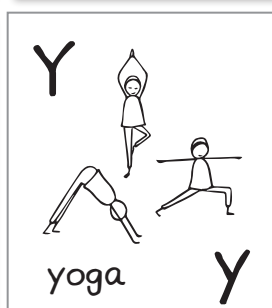
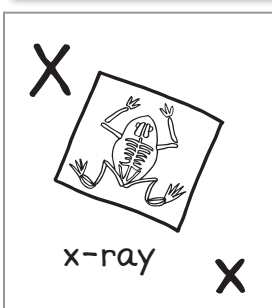
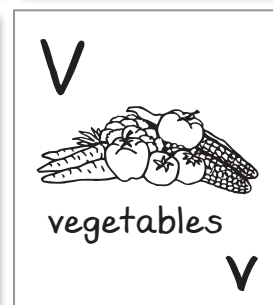
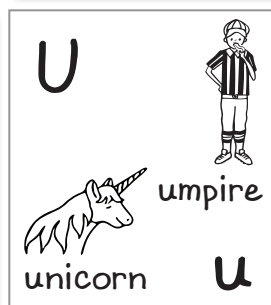
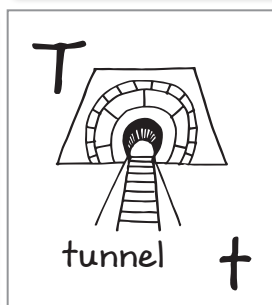
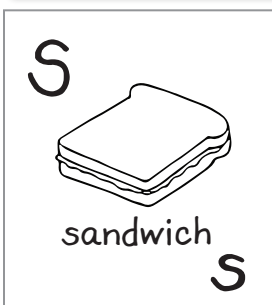
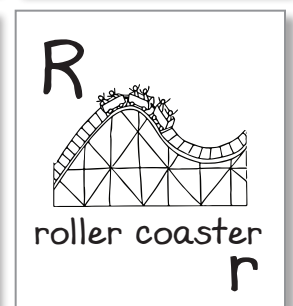
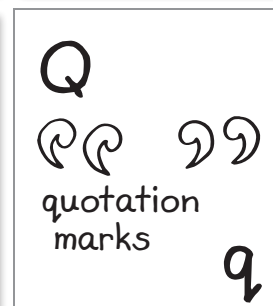
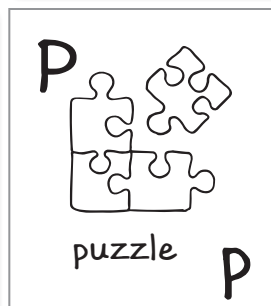
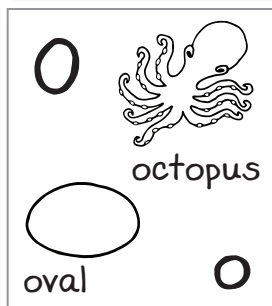
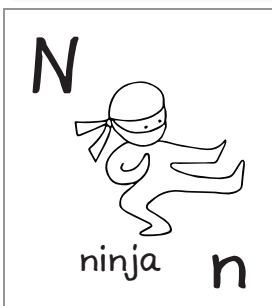
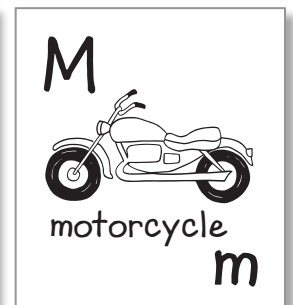
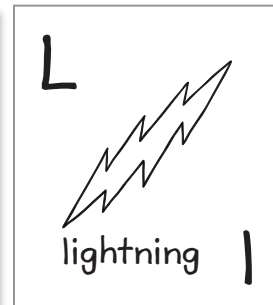
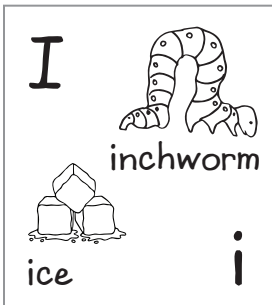
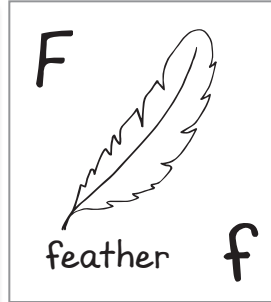
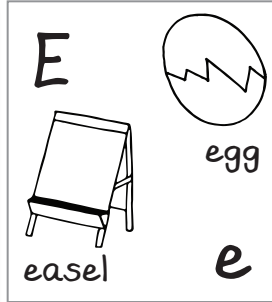
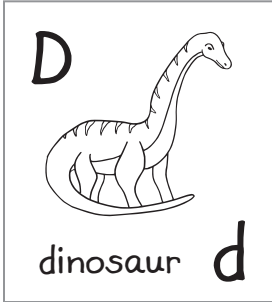
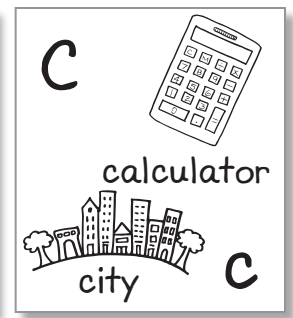
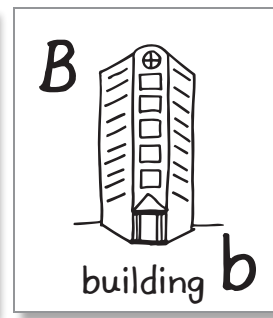
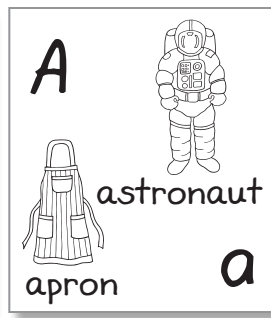


cloud

ow



flower





Tiny Bug



Hi little beetle,
Crawling slowle,
Past branches,

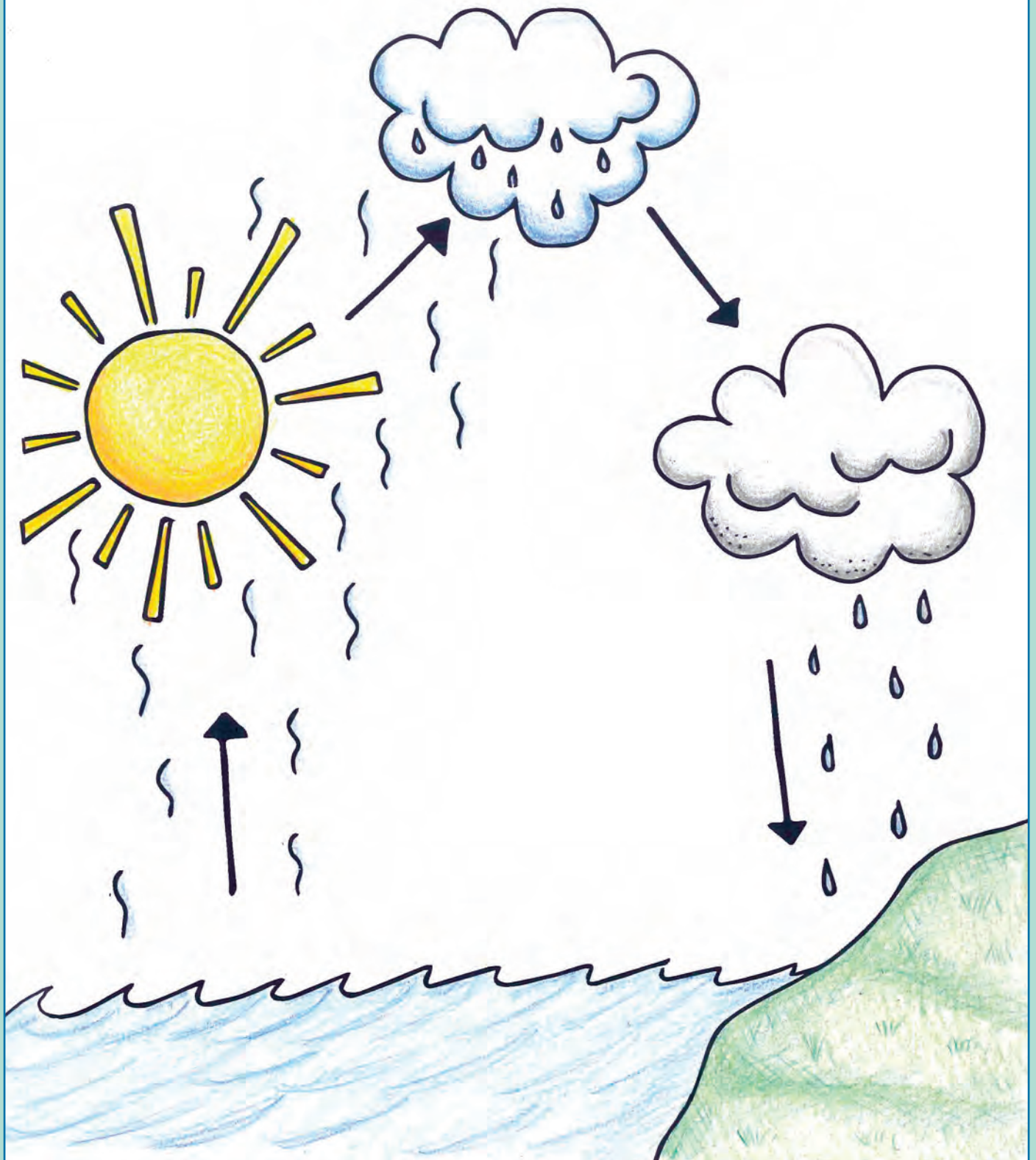
Puddles,

And crumpled paper.

Life must be interesting
When you're so very tiny.



The Water Cycle



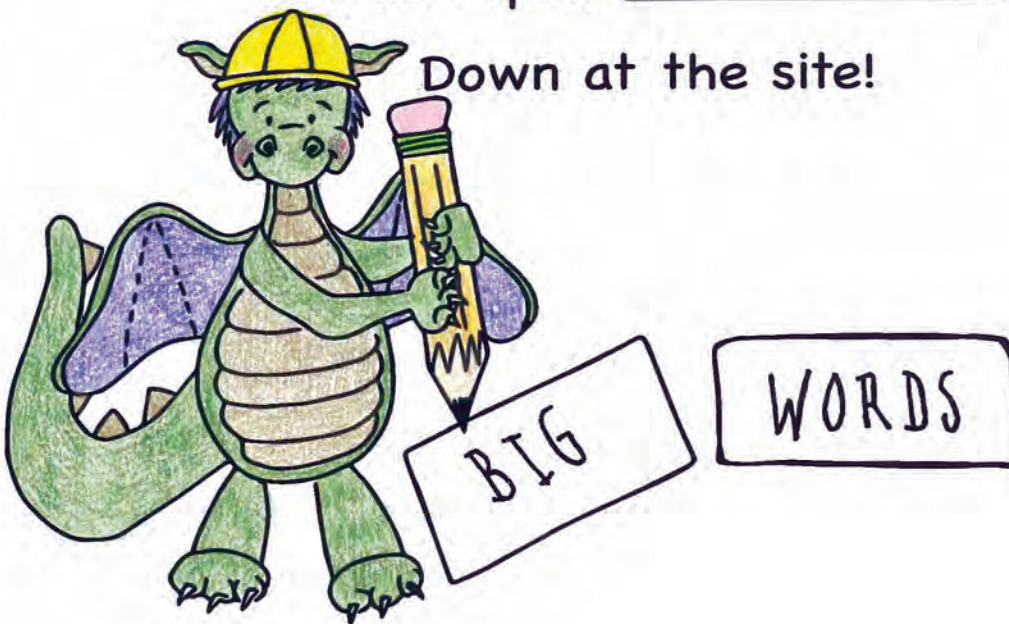
Down at the site

Sung to the tune, 'Down by the Bay'

Down at the site
Where the word builders build.
There are big words,
with syllables.

So here's a little tip.
I heard a builder say,
"If you know the word _____,
You can spell _____!"

Down at the site!



Learning to Spell the Words You Love!

1. Choose a word you love. Find the correct spelling.



2. Write it.



3. Clap it. Underline the syllables.



4. Study the parts. Zoom in on the troublemaker parts.



5. Ask: "Do I know something about phonics to help with hard parts?"



6. Spell it without peeking! Then, Check it.



I've Been Working as a Builder

Sung to the tune of 'I've Been Working on the Railroad'

I've been working as a builder,
all the live long day.

I've been busy building bigger
words
to read and write my way.

When I come to a big word,
I use everything I know!

I'm a word building master,
watch how my skills grow!



coat

note

mail

sale

date

wait

seat

meet

kite

right

meal

feel

hide

cried

beak

week

	<div>☀</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	<div>☀</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	<div>☾</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	<div>☾</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	
	<div>💧</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	<div>💧</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	<div>■</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	<div>■</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	
	<div>❄</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	<div>❄</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	<div>□</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	<div>□</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	
	<div>😊</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	<div>😊</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	<div>◆</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	<div>◆</div> <div>Long Vowel Pair cards, G2 U3 S7</div>	
Long Vowel Pair cards, G2 U3 S7	Units of Study in Phonics (© 2019 by L. Calkins and colleagues; Heinemann, Portsmouth NH)			080	1-b

threw

haul

threw

haul

rows

blew

rows

blew

toe

wood

toe

wood

grown

flew

grown

flew



hall

Homophone Pair cards, G2 U3 S7



through

Homophone Pair cards, G2 U3 S7



hall

Homophone Pair cards, G2 U3 S7



through

Homophone Pair cards, G2 U3 S7



blue

Homophone Pair cards, G2 U3 S7



rose

Homophone Pair cards, G2 U3 S7



blue

Homophone Pair cards, G2 U3 S7



rose

Homophone Pair cards, G2 U3 S7



would

Homophone Pair cards, G2 U3 S7



tow

Homophone Pair cards, G2 U3 S7



would

Homophone Pair cards, G2 U3 S7



tow

Homophone Pair cards, G2 U3 S7



flu

Homophone Pair cards, G2 U3 S7



groan

Homophone Pair cards, G2 U3 S7



flu

Homophone Pair cards, G2 U3 S7



groan

Homophone Pair cards, G2 U3 S7

Saturday Escape

Start the week.

Radio alarm

Wake up early,

Shovel in breakfast, bus ride to school,

Reading, writing, science, math, social studies!

After school, soccer practice,

Piano lessons, homework, homework, homework

Repeat, repeat, repeat, all week long!

ARGH!

But then...

A Saturday escape!

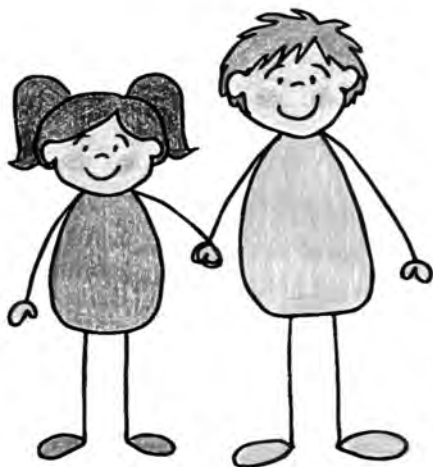
Wake up s-l-o-w-l-y.

Bacon in the kitchen.

Cartoons on TV.

The couch.





My Little Sister

Younger than me,
Smaller than me,
Long brown pigtails sway.

Follows me
Hounding me
Everywhere I go.

She has no boundaries!
Forever in my space!
What a pain! UGH!

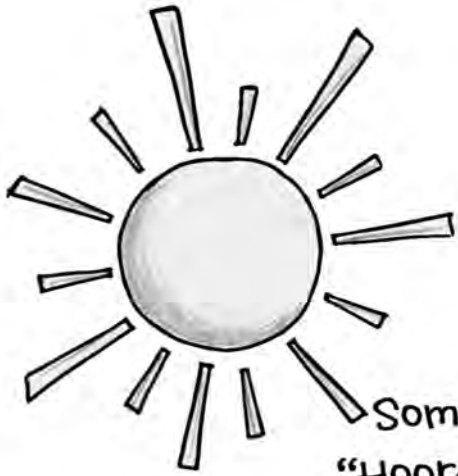
But...

She IS younger than me...
She IS smaller than me...
With big brown pleading eyes.

Trailing behind me,
Forever around me,
Forever near me.

Because... She loves me,
Admires me,
I AM her big sister.





Rainbow

Sun Shining,
Light drizzle.

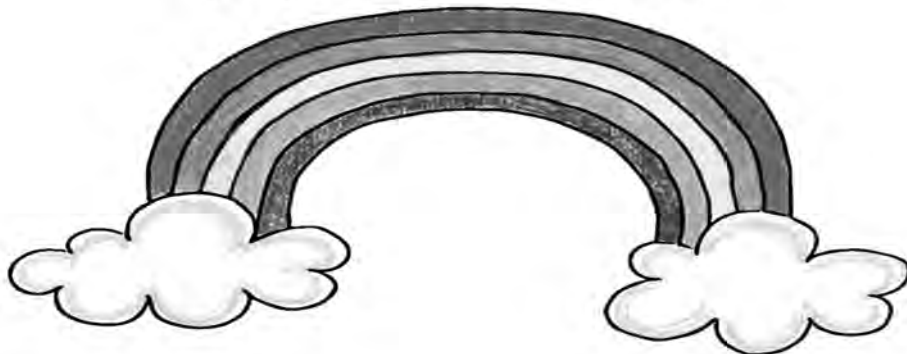
Something wonderful starts!
"Hooray! It's showtime!" I shout.



Like colors in a crayon box,
Each one slowly appears.
First red, then orange,
Yellow glows,
Green, blue, indigo,
Purple gleams.

Oh lovely rainbow in the sky,
I wish that you could stay.
You slowly start to fade,
But I know you'll come back when...

The sun shines,
And the drizzle starts.





Lemonade

Hot, lazy summer vacation.
The perfect time for...
“Lemonade! Lemonade!
A quarter for a cup!”
I shout.

“Beat the heat,
Quench your thirst with...
Lemonade!”

Neighbors come
From all around
To my lemonade stand.

25 cents on the table,
For an icy, cold cup
Of my sweet
“Lemonade!”



Yummy



Stomach rumbles...
I am HUNGRY!
What should I eat?

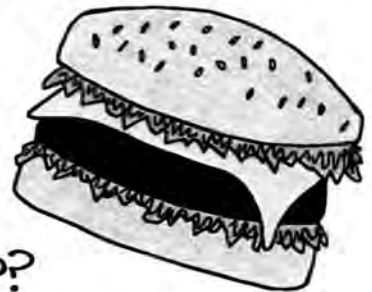
A pancake stack
Dripping with maple syrup?

OR

A milkshake full of vanilla flavor
Icy cold and sweet?

OR

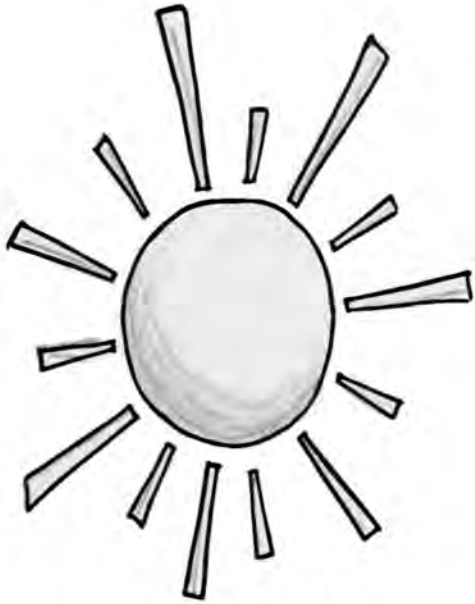
A bacon cheeseburger
Covered in gooey ketchup?



"Eat an apple or you'll ruin your dinner!"
Mom shouts.



Not so yummy...
I'm still HUNGRY!



Vacation

Time to celebrate!
No homework!
No getting up early!
No chores!
No rushing!

Time to escape!
Sitting on the beach,
Milkshake in my hand,
Warm sand on my toes,
Sun toasting my skin.



Time to relax!
Hold on...
Ouch...ouch...ouch!
Red, burned skin!
I forgot the sunscreen!



No more sitting on the beach,
No more milkshake in my hand,
No more warm sand on my toes,
No more sun toasting my skin.

My ruined, sunburned vacation...OUCH!

Long Vowel Tips For Teacher Reference

Long A Session 9

- Try AY when you hear long A at the END of a word.
- Try A on its own when you hear long A at the end of a syllable.
- Listen for patterns you know like -AIN and -AKE.

Long E Session 10

- Try Y when you hear long E at the END of a word.
- Try E on its own when you hear it at the end of a syllable.
- Listen for patterns you know like -EAT and -EED.

Long I Session 11

- Try Y when you hear long I at the END of a word.
- Try I on its own when you hear it at the end of a syllable.
- Listen for patterns you know like -ICE, -IDE, -INE, And -IGHT.

Long O Session 13

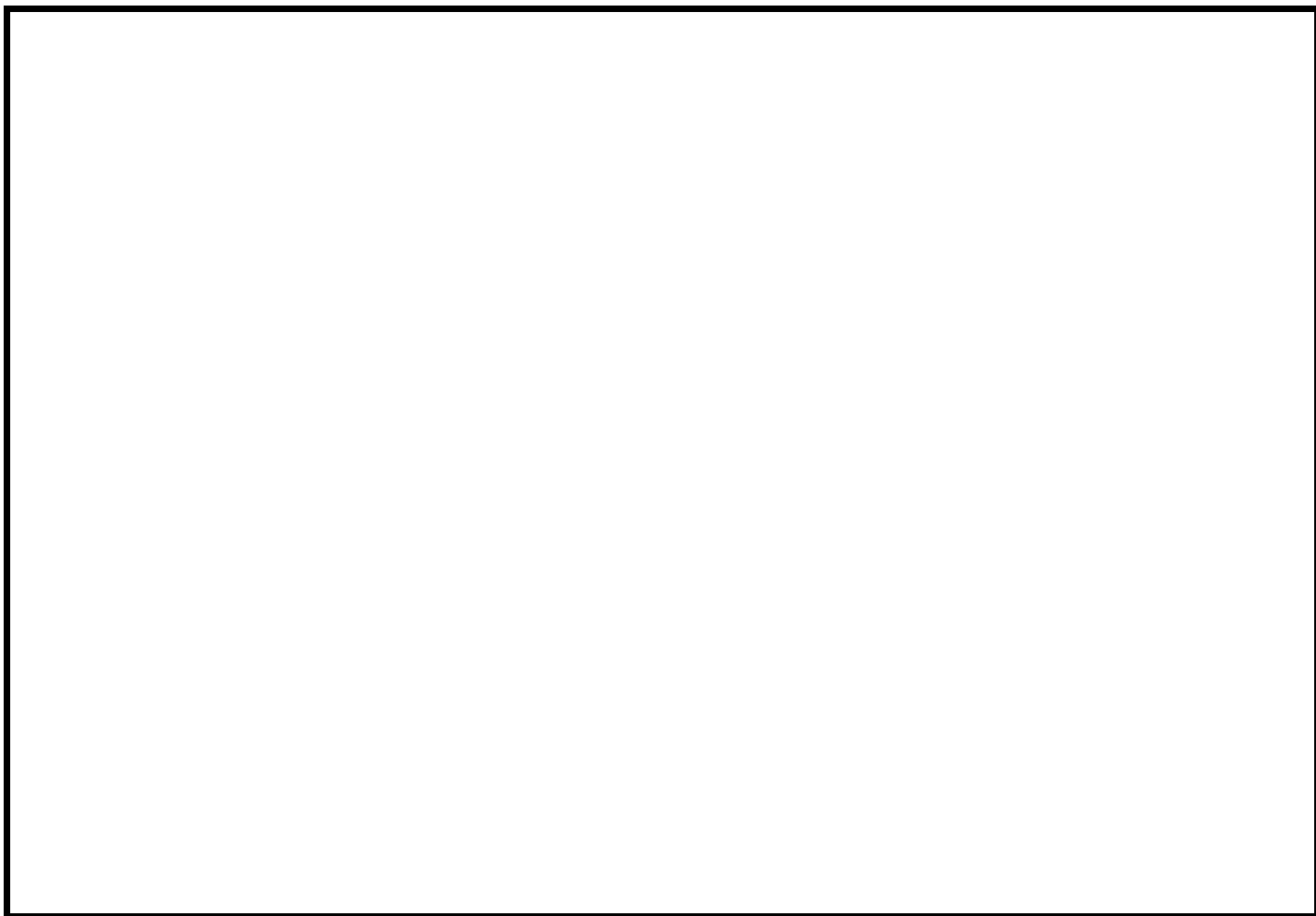
- Listen for patterns -ONE and -ODE in words with silent e.
- Try OW when you hear /oh/ at the end of a word.
- Listen for patterns like -OAT in words with the OA spelling.
- Try O all on its own when you hear long O at the end of a syllable.

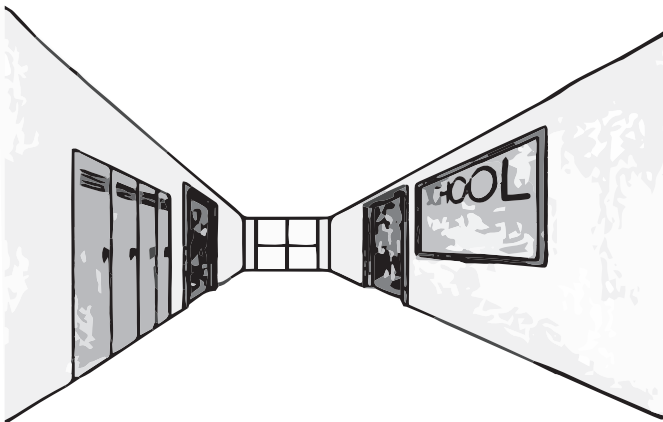
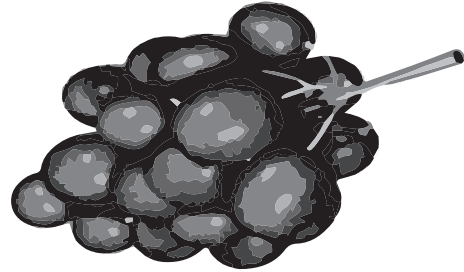
Long U Session 14

- Listen for patterns like -OON and -USE.
- Try EW or UE, if you hear long U at the very end of a word.
- Try U if you hear the long U sound at the end of a syllable.
- You might need to try a couple spellings and pick the one that looks right!

Name _____

Free Writing Page!







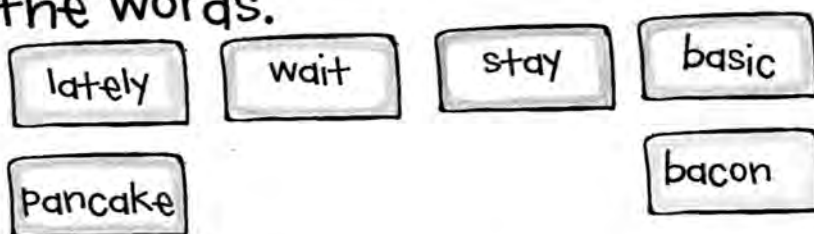
Become an Expert in Spelling words with Long vowels



1. Collect lots of words with the same long vowel sound.

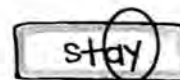


2. Study how the vowel sound is spelled and sort the words.

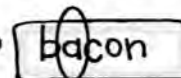


3. Find spelling tips! Look at one column and think, "Is this spelling..."

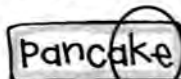
- used at the end of a word?



- used at the end of a syllable?



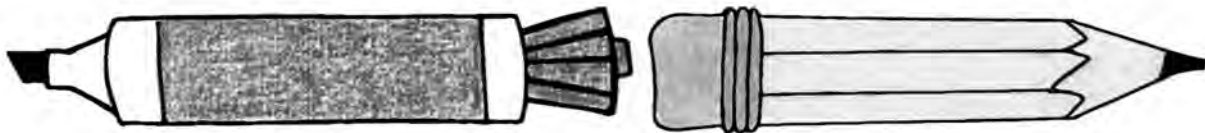
- used inside a pattern I know?



Build Big words Today

Sung to the tune of 'Shake My Sillies Out' by Raffi

I'm gonna build, build,
Build big words today.
Build, build.
Build big words today.
Build, build
Build big words today
Using everything that I know!

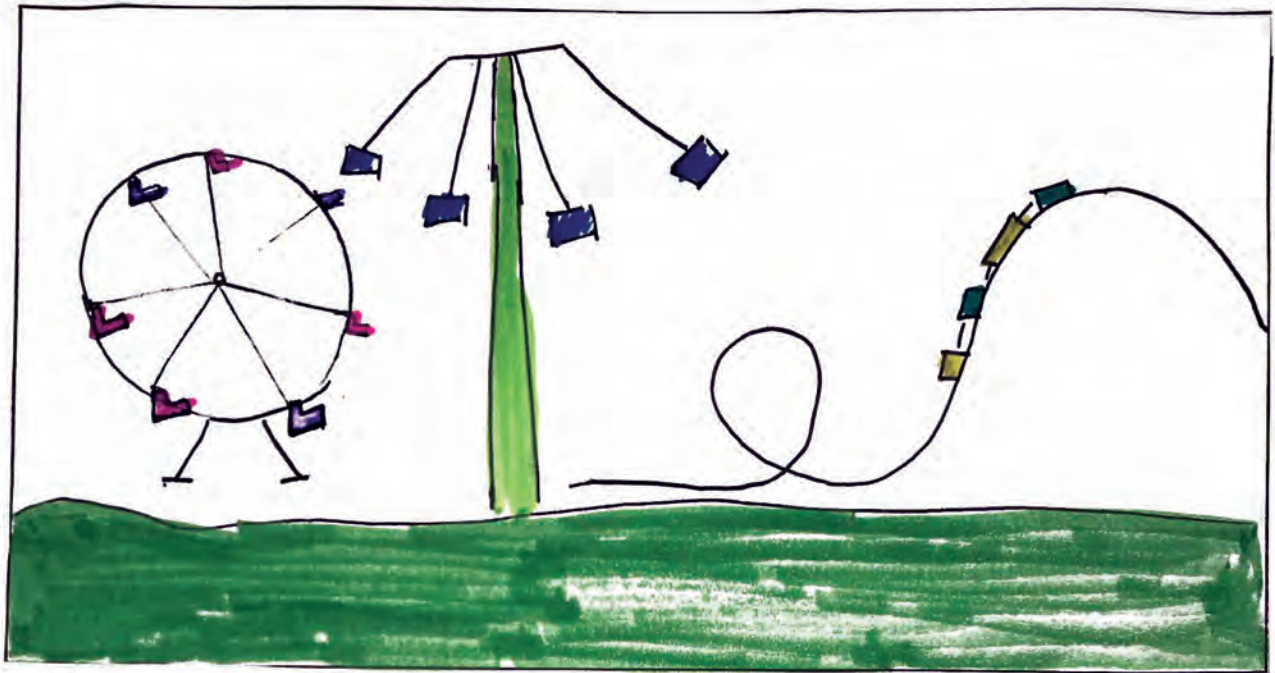


freedom	beetle	dream	behind
agreed	heater	screaming	remind
needle	cheater	athlete	hero
sheets	cleats	complete	equal

meow	candy	freedom	beetle
before	funny	agreed	heater
happy	muddy	needle	cheater
baby	tiny	sheets	cleats

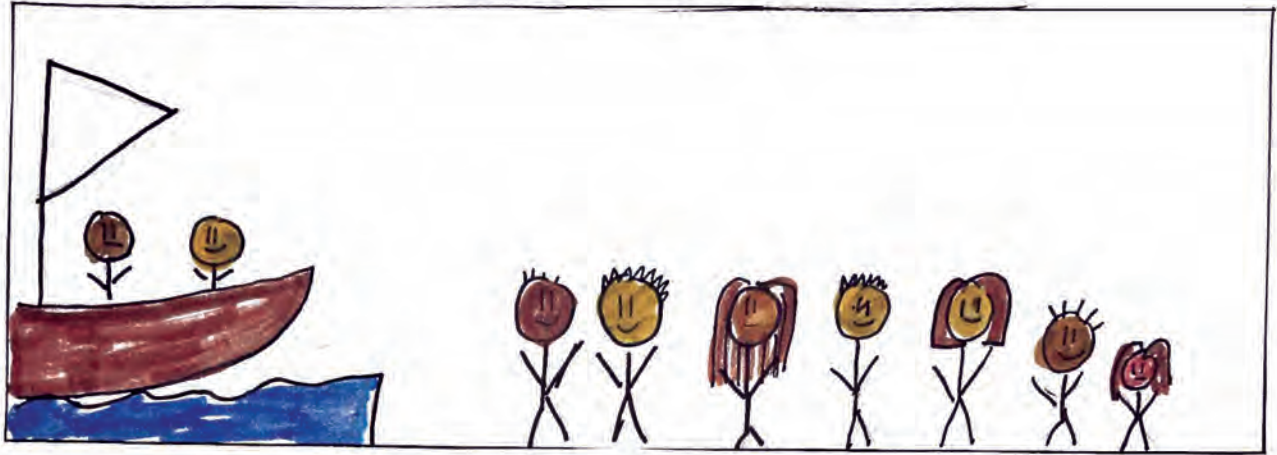
i _ e	igh	i	y
Mice	high	giant	my
nice	light	pilot	try
advice	right	Friday	shy
hide	delight	lion	sky
ride	brighter	tidy	July
inside	flights	final	supply
line		silent	multiply
mine		tiny	
sunshine		idea	
like		dinosaur	
drive			
mile			
wise			
kite			

FIG. 11-1 Joey's Story



My friend Mik invitd me to go on
rides with him at the fair.

When we got there, it was hard to
decid what ride to go on first.
They looked brit, loud, fast, fun
and..scary!



Mik wanted to go on the pirate ride! It went down a slide into a dark tunnel. I didn't want to tell him I was scared. "This is going to be the best!" yelled Mik.

"Yes!" I said, but I was just being nice.

We got to the front of the line and stepped inside a small boat. I held on tight. I was frightened, but I told myself to try.



The ride began to move. We flew down the slide and everything went black. I wanted to cry. I screamed with every twist and turn.

Suddenly, there was a flash of light. The ride slowed down and everything became brighter. We were in a cave full of treasure. Mike sat beside me with the biggest smile on his face. I gave him a high-five.

"I didn't think I was going to survive that ride." I said, "but this turned out to be the best Friday night ever!"

When Words End with Y

Sung to the tune, 'The Farmer in the Dell'

_____ ends with Y

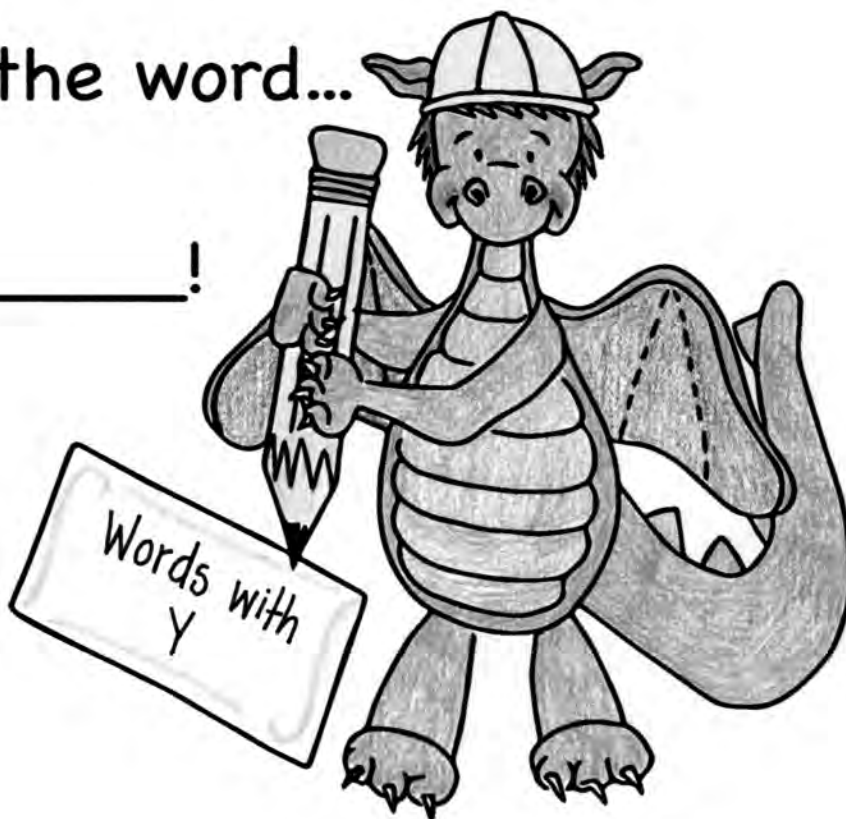
_____ ends with Y

Drop the Y

Add - _____

To spell the word...

_____!



Guess my pattern!

I am the long vowel
spelling pattern
found in the words...

- complain
- rainbow
- container

Guess my pattern!

I am the long vowel
spelling pattern
found in the words...

- milkshake
- makeup
- snowflakes

Guess my pattern!

I am the long vowel
spelling pattern
found in the words...

- trailing
- pigtailed
- detail

Guess my pattern!

I am the long vowel
spelling pattern
found in the words...

- needle
- agreed
- Speedway

Guess my pattern!

I am the long vowel
spelling pattern
found in the words...

- heater
- treating
- repeat

Guess my pattern!

I am the long vowel
spelling pattern
found in the words...

- sidewalk
- divided
- slide

Guess my pattern!

I am the long vowel
spelling pattern
found in the words...

- sunshine
- outline
- ninety

Guess my pattern!

I am the long vowel
spelling pattern
found in the words...

- brighter
- delighted
- flights

Guess my pattern!

Spelling Tips for Words with Endings



Make your
spelling look
like book
spelling!



Drop silent *e*
before adding
-ed or *-ing*

live + ed = lived

live + ing = living

use + ed = used

use + ing = using



Double the
consonant before
adding *-ed* or *-ing*
in

short-vowel + consonant words

drop = dropped
dropping

+ Add *-es* to words
that end in
ch, sh, s, x, or z

peaches

foxes

brushes

Change the *y* to *i*
before adding
-es or *-ed*

baby

babies

puppy

puppies

dry

dried

er

ly

ed

s

ing

ing

s

ed

				1-b
	Long Vowel Words with Endings cards, G2 U3 S12		Long Vowel Words with Endings cards, G2 U3 S12	
	Long Vowel Words with Endings cards, G2 U3 S12		Long Vowel Words with Endings cards, G2 U3 S12	
	Long Vowel Words with Endings cards, G2 U3 S12		Long Vowel Words with Endings cards, G2 U3 S12	Heinemann, Portsmouth NH
	Long Vowel Words with Endings cards, G2 U3 S12		Long Vowel Words with Endings cards, G2 U3 S12	Units of Study in Phonics © 2019 by L. Calkins and colleagues;
	Long Vowel Words with Endings cards, G2 U3 S12		Long Vowel Words with Endings cards, G2 U3 S12	Long Vowel Words with Endings cards, G2 U3 S12
	Long Vowel Words with Endings cards, G2 U3 S12		Long Vowel Words with Endings cards, G2 U3 S12	
				110

time

light

equal

complete

shake

paint

name

delete

				2-b
	Long Vowel Words with Endings cards, G2 U3 S12		Long Vowel Words with Endings cards, G2 U3 S12	
	Long Vowel Words with Endings cards, G2 U3 S12		Long Vowel Words with Endings cards, G2 U3 S12	
	Long Vowel Words with Endings cards, G2 U3 S12		Long Vowel Words with Endings cards, G2 U3 S12	Heinemann, Portsmouth NH
	Long Vowel Words with Endings cards, G2 U3 S12		Long Vowel Words with Endings cards, G2 U3 S12	Units of Study in Phonics © 2019 by L. Calkins and colleagues;
	Long Vowel Words with Endings cards, G2 U3 S12		Long Vowel Words with Endings cards, G2 U3 S12	Long Vowel Words with Endings cards, G2 U3 S12

skate

contain

skate

contain

remind

ride

remind

ride

wise

trade

wise

trade

sweet

teach

sweet

teach

	<div>☀</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☀</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☾</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☾</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	
	<div>☀</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☀</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☾</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☾</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	
	<div>☀</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☀</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☾</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☾</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	
	<div>☀</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☀</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☾</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☾</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	
	<div>☀</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☀</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☾</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	<div>☾</div> <div>Long A, E, I Words cards, G2 U3 S12</div>	
<div>Long A, E, I Words cards, G2 U3 S12</div> <div>Units of Study in Phonics (© 2019 by L. Calkins and colleagues; Heinemann, Portsmouth NH)</div>				114	1-b

Long O Word Cards

stone	lonely	rode	explode	slope	hopefully
quote	remote	voted	joker	doze	boat
floating	coach	approach	soak	croak	grow
arrow	swallow	owner	rainbow	snow	robot
soda	open	yoga	donate	cozy	hello
rotate	moment				

Dear Word Builders,

I hope I'm not being rude but I had to leave school.

BLC Construction said that because of how much I grew this month, they'd like me to join their demolition crew. It's true! I'll even get a uniform! How could I argue? Do you think they know I'm not human? I hope it's not an issue.

I wonder what kinds of tools I'll get to use. I bet there will be rules. Don't worry. I'll be a good student. I'll try to learn quickly and not look foolish.

I know you will continue without me and finish the manual. Maybe this letter will help with long U. Don't worry! I'll be back in the classroom very soon!

Gus

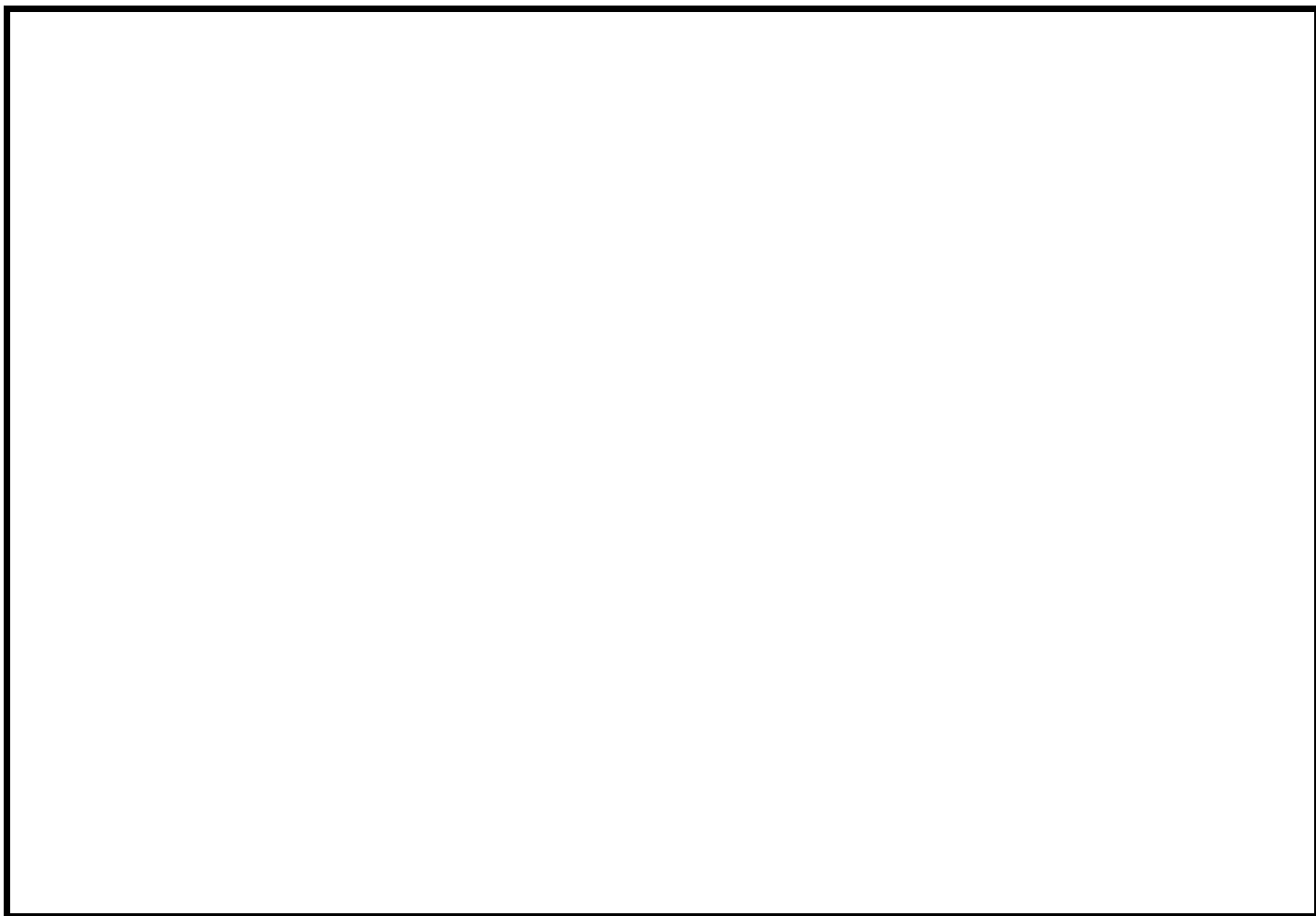
U_E	oo	EW	UE	U

Long U Word Sort

U _ E	oo	EW	UE	U
use	moon	threw interview flew jewel	glue barbecue	
dude tune	food			

Name _____

Free Writing Page!



hailstone

pavement

grateful

skateboard

heatstroke

moonlight

escape

pinecone

hideaway

railroad

highlighter

toadstool

goalkeeper

sightsee

basement

toothpaste

	<div>☀</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>☀</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>🌑</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>🌑</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	
	<div>☀</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>☀</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>🌑</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>🌑</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	
	<div>☀</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>☀</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>🌑</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>🌑</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	
	<div>☀</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>☀</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>🌑</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>🌑</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	
	<div>☀</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>☀</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>🌑</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	<div>🌑</div> <div>Words to Decode with Vowel Patterns, G2 U3 S15</div>	
<div>Words to Decode with Vowel Patterns, G2 U3 S15</div> <div>Units of Study in Phonics (© 2019 by L. Calkins and colleagues; Heinemann, Portsmouth NH)</div>				<div>120</div> <div>1-b</div>	

The Best Game

Only seconds remain.
No time to hesitate.
No time to daydream.
I pass to my teammate.
She passes back to me.
One huge kick.
GOAL!!!
The best game ever.



Tip No. 1: When word builders are stuck on an extra big, long and complex word, and they don't see any big parts or patterns to break apart, they chip away at it one little part at a time. When they do this, word builders have to be extra careful not to break apart vowel teams!

Keep Them Together

(Sung to the tune of The More We Get Together)

Keep _____ together,

Together, together

Keep _____ together,

Don't break them apart!

Like _____ and _____

And _____ and _____.

Keep _____ together,



Don't break them apart!



word Builders

Heading to the construction site
Eager to build with all our might.

"Let's build some new words!" we all call out
They're bigger and longer, but we have no doubt.

Each big word has more than one part,
Let's listen closely, from the start.

Clap it out. What do you hear?
Write each part and have no fear!

Here's a few tips to keep in mind.
There's a vowel in each syllable, for you to find.

When spelling words while you write,
Use long vowel patterns like in HEATER and BRIGHT.

When reading words that are big and long
Keep vowel teams together the way they belong.

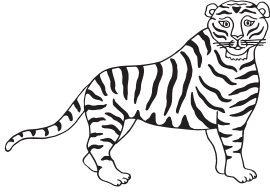


Our word skills can pass the test.
We are word builders!
We are the best!

Tip No 2: To be really great at word demolition, you have to have a little bit of pirate in you. Stay on the lookout for vowels with RRRR and DON'T break those letters APARRRRT!

Vowels with R

-er



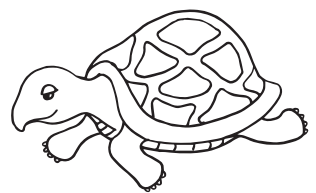
tiger

-ir



third

-ur



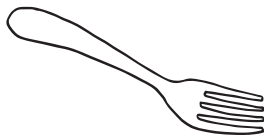
turtle

-ar



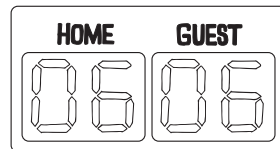
car

-or



fork

-ore



scoreboard

-eer



deer

-ear



hear

-air



hair

-are



stare

Different Ways to Spell the R-Controlled Vowel

<div>/er/ tiger</div> <ul style="list-style-type: none"> ☆ /ir/ third ☆ /ur/ turtle /or/ work /ear/ earth /ar/ calendar /ere/ were 	<div>/ar/ car</div> <ul style="list-style-type: none"> /ear/ heart /are/ are 	<div>/or/ fork</div> <ul style="list-style-type: none"> ☆ /ore/ score /oor/ door /our/ four /oar/ roar /ar/ warm
<div>/eer/ deer</div> <ul style="list-style-type: none"> ☆ /ear/ rear /ier/ cashier /ere/ here /eir/ weird /er/ cafeteria /ir/ souvenir /e're/ we're 	<div>/air/ hair</div> <ul style="list-style-type: none"> ☆ /are/ stare /ear/ wear /eir/ their /ere/ there /ar/ parent /ey're/ they're 	<div>Other</div> <ul style="list-style-type: none"> /our/ flour

Sentences with R-controlled vowels

Mermaids are fearless ocean swimmers.

Samir cheerfully did cartwheels across the grass.

Last night, I had a horrible nightmare about a fearful monster!

Melinda eagerly raced down the staircase.

Word builders can use whiteboards, as well as cardboard, to build words.

Why Pirates Wore Eye Patches

Have you ever wondered why pirates wore eye patches? You might think it's because they injured their eyes in battle. But some historians think there might have been a different reason.

A pirate had to be able to quickly move from the top of the deck in the sunlight outside, to the darkness below the ship's deck. The human eye takes several minutes to adjust to a dark place. A pirate doesn't have that kind of time when they are boarding a ship and surprising them with an attack. By wearing an eyepatch, a pirate could get one eye ready to see in the dark. When they went below deck, they could just move the eye patch to the other eye and immediately be prepared to fight without light.

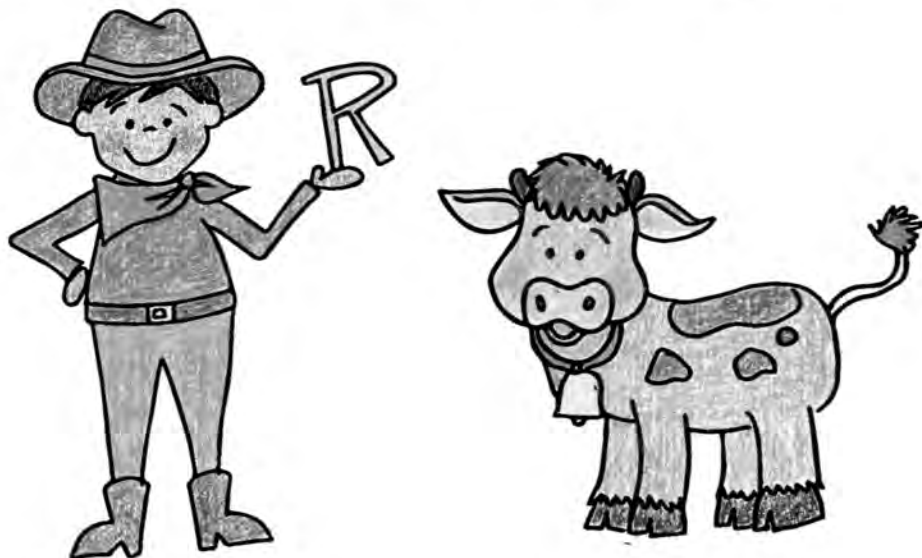
It turns out, covering one eye with an eye patch was a really cool way to get all geared up for hardest of battles.

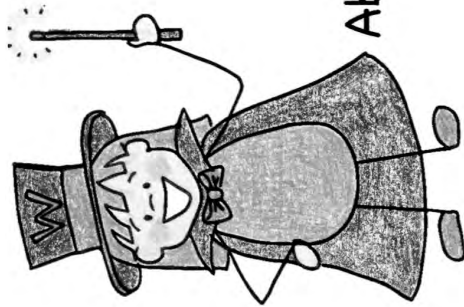


The R is in Charge

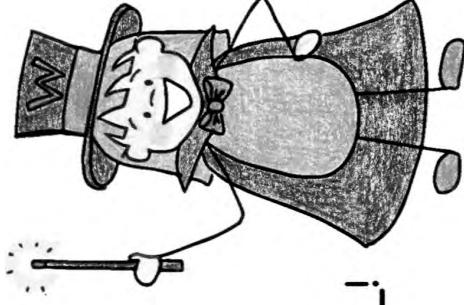
Sung to the tune of 'The Farmer in the Dell'

The R is in charge,
The R is in charge,
Can you figure out this
word,
With R in charge?





'W the Magician'



Abracadabra, alakazam, change **CORD** into _____!

Bippity boppity, tippity toppity, change **DORK** into _____!

Presto chango rearrange-o, change **ALARM** into _____!

Hocus pocus stay in focus, change **FART** into _____!

Shazoo, shazee, sharoo, shazam, change **YARN** into _____!

Tip No. 3: Every vowel can sometimes make /uh/ in a word. When none of the vowel sounds work, word builders don't get frustrated, they just try, "UH!"

enough

dinosaur

balloon

freedom

some

mountain

ocean

contain

agree

sofa

oven

window

teammate

invite

explain

goat

cartwheel

highlighter

heatstroke

explained

agreed

hooray

rainbow

determination

beetle

mermaids

survived

sunshine

approach

lonely

donated

uniform

	☀	☀	☾	☾
	More BLC Word cards, G2 U3 S20	More BLC Word cards, G2 U3 S20	More BLC Word cards, G2 U3 S20	More BLC Word cards, G2 U3 S20
	☀	☀	☾	☾
	More BLC Word cards, G2 U3 S20	More BLC Word cards, G2 U3 S20	More BLC Word cards, G2 U3 S20	More BLC Word cards, G2 U3 S20
	☀	☀	☾	☾
	More BLC Word cards, G2 U3 S20	More BLC Word cards, G2 U3 S20	More BLC Word cards, G2 U3 S20	More BLC Word cards, G2 U3 S20
	☀	☀	☾	☾
	More BLC Word cards, G2 U3 S20	More BLC Word cards, G2 U3 S20	More BLC Word cards, G2 U3 S20	More BLC Word cards, G2 U3 S20

The Official BLC Vowel Manual



Ways to spell Long Vowel A

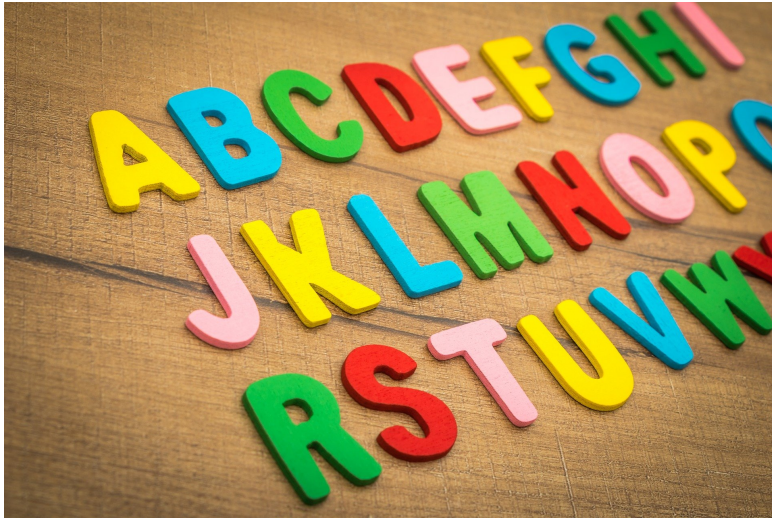
Ways to spell Long Vowel E

Ways to spell Long Vowel I

Ways to spell Long Vowel O

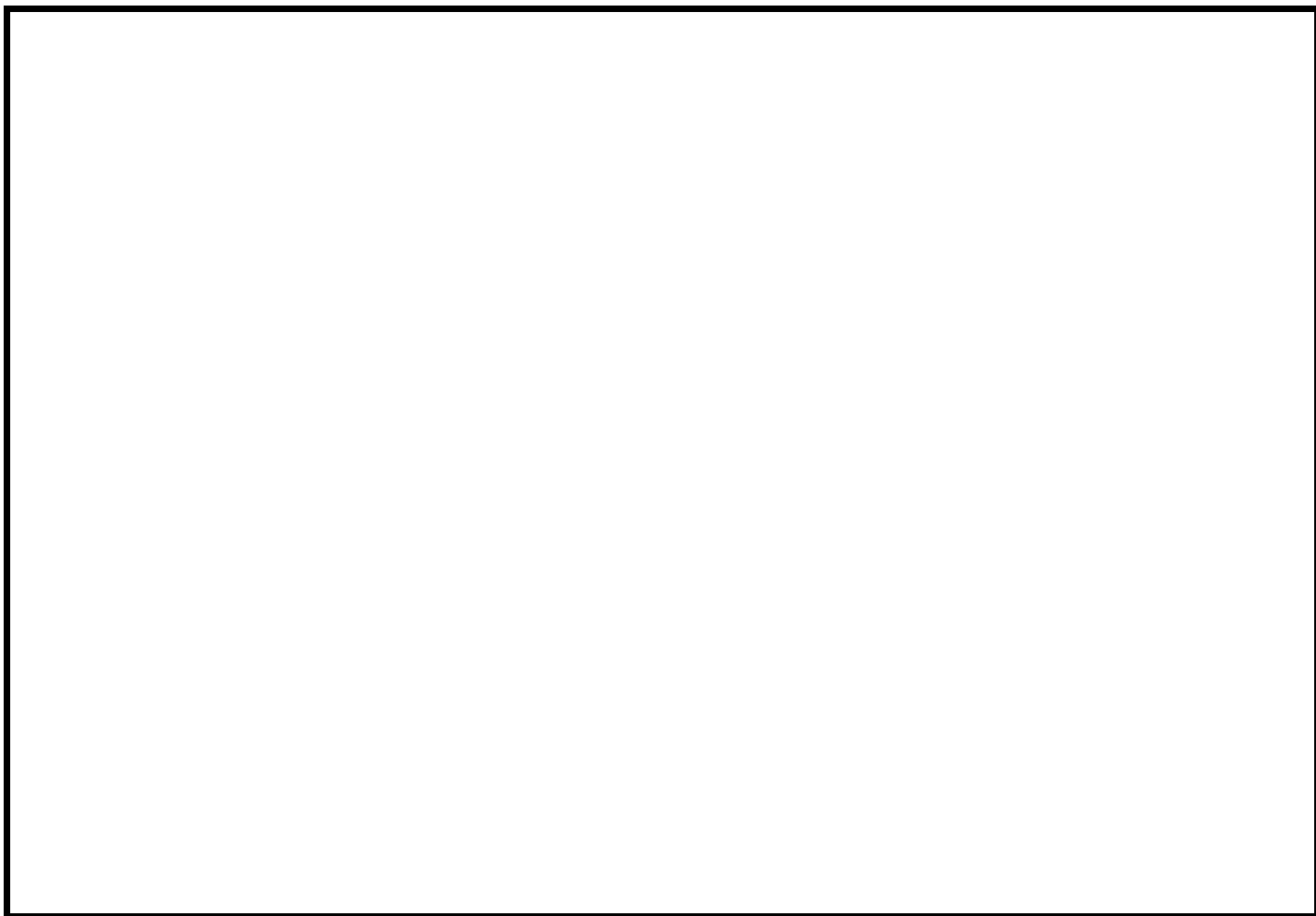
Ways to spell Long Vowel U

Second Grade Mini-Unit



Name _____

Free Writing Page!



about	any	because	been
could	enough	from	have
often	said	their	there
they	very	was	were

what			
where			
your			
you're			



EXTRA TRICKY TROUBLEMAKER WORDS



about

enough

their

any

from

there

because

have

they

been

often

very

could

said

was

were

what

where

your

you're

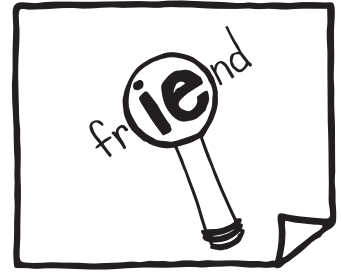
Tackle a Word!

Study The Word

- Try to spell it



- Figure out the hard part



Think . . .

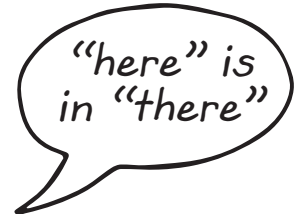
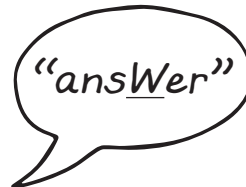
- Can phonics help?



If not



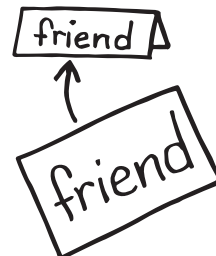
- Can I invent a trick to help me?



Cover



Write



Check it

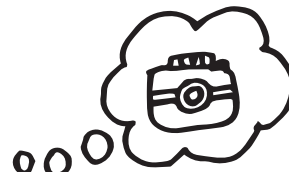
If you need to practice it . . .



Chant it



Write it
over and
over



Take a mind
picture



Sing it



Clap it

How to Play "Mind Reader"

1. Choose a card from the deck, put it on your forehead.
2. Your partner reads you the word.
3. Try to spell it without looking at the word.
4. Check to see if you spelled it right.
5. If you did, keep the card as a point!
6. If you didn't, put the card in the trouble zone.
7. Switch roles and play again.
8. Keep playing until your deck runs out. Then, count up your score.
9. Study the words in the trouble zone before you start a new game!

How to Play "Secret Word"

Guess the other player's secret word before they guess yours!

1. Each player chooses a card to be their secret word.
2. On your turn, ask one yes-or-no question to get a clue.
3. Use the clue to cross off words.
4. Take turns asking questions and crossing off words.
5. When you have enough clues, try to guess the other player's secret word.
6. If you get it right, you win! If not, then it's the other player's turn.

THE LUCKY 13

a
and
for
he
is
in
it
of
that
the
to
was
you

How Many in a Minute?

How to play round one:

1. Your partner draws troublemaker word cards and reads them to you.
2. Try your best to spell each word.
3. Stop when the timer goes off after one minute.
4. Check your spelling and give yourself one point for each word you spelled correctly.
5. Set aside words you misspelled in a personal pile, for round two.
6. Then it's your partner's turn to play round one.

How to play round two:

1. Study your misspelled words.
2. Your partner reads your misspelled words to you.
3. Try again to spell them correctly.
4. Check your spelling and give yourself one point for each word you spelled correctly.
5. Then it's your partner's turn to play round two.

better	different	does	friend
goes	happen	people	probably
suddenly	through		

How to Play "Troublemaker Bingo"

Set up

Draw a tic-tac-toe board.

Fill it with nine troublemaker words.

Check that you spelled them correctly!

1. Take turns drawing a troublemaker word card and reading it out loud.
2. If you have the word on your board, circle it.
3. If you get three words in a row, say "Bingo!"
4. Hand your board to another player.
5. That player reads your words and you spell them out loud.
6. If you spell all three correctly, you win! If not, play another round.

How to Play Hollyword!

To play Hollyword, first choose a secret word.

Then, start the game by giving players clue 1.

Players write their guess after each clue.

Give players clues until they guess the secret word!

CLUES

1. It's a troublemaker word on our list.
2. The hard part of this word is at the beginning / in the middle / at the end.
3. This word has a _____ (use a Phonics Professor word like blend, digraph, R-controlled vowel, vowel team) at the beginning / in the middle / at the end.
4. This word can help you spell the word _____.
5. It starts / ends the same as the word _____.
6. It means the opposite of _____.
7. It means the same as _____.
8. It rhymes with _____.



Grown-Up Writers...



Spell troublemaker words correctly.



Write with periods and capitals.



Write capitals on purpose, not randomly.



My friend and I went to the Museum of Natural History to see the dinosaurs.



Spell words in parts and patterns,
not letter by letter.



thr-ill



Troublemaker words

Sung to the tune of 'She'll be coming 'Round the Mountain'

There are troublemaker words in second grade.
There are troublemaker words in second grade.
They are tricky in our reading.
They are tricky in our writing.
There are troublemaker words in second grade!

We can tackle all these troublemaker words!

"YEE-HAW!"

We can tackle all these troublemaker words!

"YEE-HAW!"

We can figure out the hard parts,
Then use ALL our phonics smarts,
Or invent a trick to learn how to spell them!

We're gonna write these troublemakers in a snap!

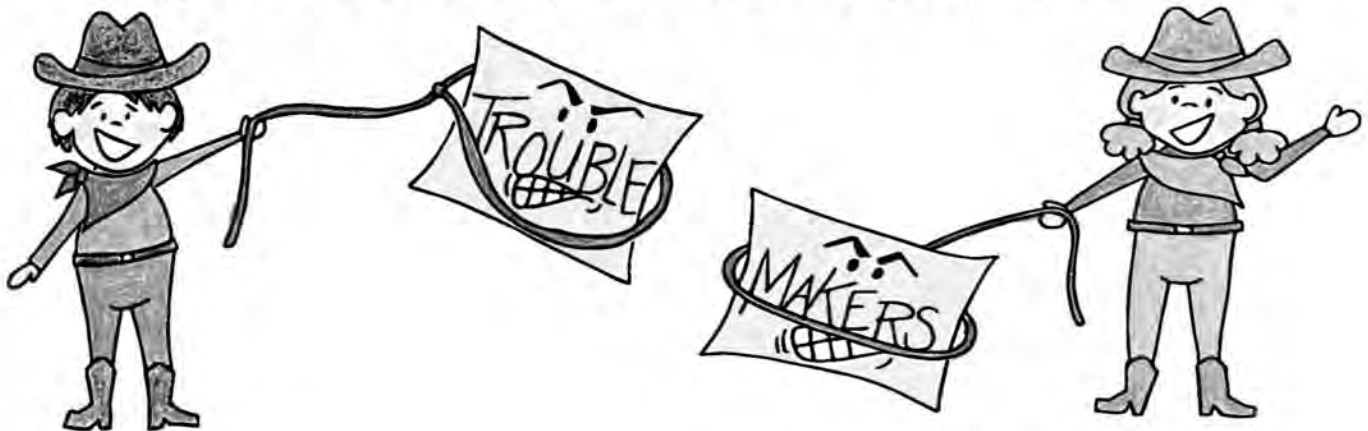
"YEE-HAW!"

We're gonna write these troublemakers in a snap!

"YEE-HAW!"

We can chant them.
We can write them.
We now own them,
And we like them.

They're not trouble any more in second grade...YEE-HAW!"





EXTRA TRICKY TROUBLEMAKER WORDS



about

enough

their

any

from

there

because

have

they

been

often

very

could

said

was

were

better

happen

what

different

people

where

does

probably

your

friend

suddenly

you're

goes

through

10 Commonly Misspelled Words

better

happen

different

people

does

probably

friend

suddenly

goes

through

Memory Mania

Give your partner ten seconds to study their word.

Then ask these questions:

1. How many letters are in the word ____?
2. What's the first letter?
3. What's the last letter?
4. What's the third letter?
5. What's the letter after ____?
6. Can you spell it forwards and write it in the air at the same time?
7. Did you get it? (Show them the word and let them check.)

If they answer all seven questions correctly, they win the round!

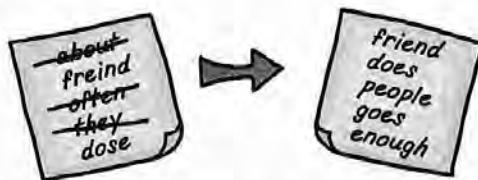
If not, they can try again next round, using the same word.



**Don't Forget
To Wash
Your
Hands**

Learn *MORE* Troublemakers, Once and for All!

1. Make a list of five troublemakers.



2. Study your troublemakers.



3. Use your troublemakers.



4. Check your learning and celebrate your progress!



witch



which



I saw a witch riding her broom across the night sky.

I saw two green backpacks, but I wasn't sure which one was mine.

Make it a SNAP word!

1. Read it!



2. Study it!



3. Spell it!



4. Cover, write and check it!



5. Use it!



Name _____

Free Writing Page!

