

# The Grammar of Spelling Grade 2

by B.J. Jordan

# The Grammar of Spelling

## The Art of Reading and Writing English

by Isaac Watts

The Knowledge of letters is one of the greatest blessings that ever God bestowed on the children of men. By this means we preserve for our own use, through all our lives, what our memory would have lost in a few days, and lay up rich treasure of knowledge for those that shall come after us.

By the arts of reading and writing, we can sit at home and acquaint ourselves what is done in all the distant parts of the world, and find what our fathers did long ago in the first ages of mankind. By this means a Briton holds correspondence with his friend in America or Japan, and manages all his traffic. We learn by this means how the old Romans lived, how the Jews worshiped: We learn what Moses wrote, what Enoch prophesied, where Adam dwelt, and what he did soon after the creation; and those who shall live when the Day of Judgement comes, may learn by the same means what we now speak, and what we do in Great-Britain, or in the land of China.

In short, the art of letters does, as it were, revive all the past ages of men, and set them at once upon the stage; and brings all the nations from afar, and gives them, as it were, a general interview: so that the most distant nations, and distant ages of mankind may converse together, and grow into acquaintance.

But the greatest blessing of all, is the knowledge of the Holy Scripture, wherein God has appointed his servants in ancient times to write down the discoveries which he has made of his power and justice, His providence and grace, that we who live near the end of time may learn the way to heaven and everlasting happiness.

Thus letters give us a sort of immortality in this world, and they are given us in the Word of God to support our immortal hopes in the next.

Those therefore who willfully neglect this sort of knowledge, and despise the art of letters, need no heavier curse of punishment than what they choose for themselves, to live and die in ignorance both of the things of God and man.

If the terror of such a thought, will not awaken the slothful to seek so much acquaintance with their mother-tongue, as may render them capable of some of the advantages here described; I know not where to find a persuasive that shall work upon souls, that are sunk down so far into brutal stupidity, and so unworthy of a reasonable nature.

## 2<sup>nd</sup> Grade Spelling

Children in the Grammar stage love knowledge and facts. They are fascinated by words, and they can memorize easily. Spelling correctly is a “tool” we want to give the students that will help them with written communication.

Spelling is a discipline. It is hard work. This spelling program lacks pretty pictures and the fluff of other programs on the market. The no-nonsense worksheets that accompany each lesson are basically an exercise in rewriting the spelling words many times. Spelling, for the second grade student, concentrates on *hearing* each part of the basic root word. The student works primarily with a foundation, using the building blocks of reading and phonics. However, this approach is not a reading-spelling program with 29 or 30 spelling or phonics rules for the students to memorize. It is a program of *hearing* blends, clusters and vowel sounds, memorizing words, and being able to spell dictated words and sentences. The emphasis is on the words themselves. The strength of this spelling program is the cumulative spelling lists and dictation.

### Word lists for the 2<sup>nd</sup> Grade:

1. Word families (old, cold, sold, hold, told, bold, light, might, fright, mightily...)
2. Sight words (come, they, done, friend, because, was, really...)
3. Compound words (toothbrush, softball, driveway, sunset...)
4. Number words (one through twenty)
5. Color words
6. Days of the week and months of the year
7. Contractions
8. Homophones (hear, here, to, two, too, wood, would, there, their, they're...)
9. The teacher's name
10. The student's complete name, full address, and complete phone number
11. Common suffixes added to base words (s, es, ed, ing, er, est...)

# The Grammar of Spelling

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## Features of the 36 Lessons

### WORD BOXES:

The spelling words are arranged in word boxes and review word boxes which are found on pages 45 through 50. These may be copied and sent home each week for study purposes.

The words are taught by a cumulative method. Each week the students are given a word box containing 20 to 24 new words. Past spelling words are put in a review word box. These words may show up on the spelling test, so the students need to remember how to spell them. After the accumulation of about 120 words, the review box is wiped clean of all but the sight words. Many high-use words will continue to show up on the spelling tests.

### LESSONS:

Information is given about each lesson and instructions on what to teach are presented. Introduce the new spelling words and discuss the meaning of those words. Demonstrate family relationships, if possible. Emphasize *hearing* each sound in words. Orally discuss exceptions, sight words, meaning of homophones, and the adding of prefixes and suffixes.

Extra words are provided for dictation and practice. These words can be used for whole class or individual instruction, and they can be spelled orally or written.

### WORKSHEETS:

Help the students identify the particular pattern or patterns for each week's words. The worksheets have four remaining parts. These may be completed on different days of the week or completed all in one day.

1. Repeat and Write: In this activity the teacher says the spelling word, the students listen, repeat the word in unison, and then write the word on the blank in print.
2. Alphabetize in Print or Cursive: The students are to alphabetize the words in groups and then use print or cursive to write the words on the blank. If they write the alphabetized number in the small circle provided, and copy the words only after the entire list is numbered, mistakes can be corrected easily. For example in Lesson #2 the students are to find the word that comes first alphabetically. This word is *cab*. Therefore in the circle to the right of the word *cab* the student is to write the number one. The number two will be written in the circle following the word *got* and so forth. This activity should be done together as a whole class led by the teacher for the first few weeks until the students understand how to alphabetize using the circles correctly.
3. Flip and Write: The students will look carefully at the word on the front of the sheet, keep the spelling in mind, flip the paper over and write the word in print or cursive on the blank. Do not allow the students to fold their papers and copy without flipping.

4. CAPITAL PRINT: The students are to carefully and neatly print each spelling word in capital letters. This provides an opportunity to see the words in a different format than usual, requiring more care and checking to insure that the words are indeed spelled correctly.

#### DICTIONATION:

Cumulative spelling lists and dictation are the heart of this spelling program. Dictation helps the students hear and write sentences. It reinforces listening and following directions skills. Words and sentences are provided for practice during the week and for the weekly test.

Each sentence should be dictated as you have the students' undivided attention. Say the sentence; repeat the sentence. Have the students repeat the sentence back two times. Dictate the sentence once more, and then the students may write it. Allow enough time for them to write the sentence. Finally, dictate the sentence again so they may check their work. Proper capitalization and punctuation should be required and graded whenever the students write a sentence.

\*\*The teacher may need to spell some of the words in the sentences for the students. These words will be underlined.

#### TESTS:

First, students should write their name and write **Spelling Test** as the heading. Next, have the students fold their papers in half lengthwise and reopen the paper. The students should number their paper 1-10 along the side and 11-20 along the middle fold line, making sure they skip lines. They should do this every week, no matter how many words are used for the test. Numbers for dictated sentences will be written later as needed.

When giving the test, state the number and the word. Give a sentence using the word. Repeat the word one time only. Give the students ample time to write and then move on to the next word. Do not go back over the words. The students can and must learn to listen and spell promptly.

After giving the spelling words, have the students write the two sentences you dictate to them. Follow the same procedure for the test as you did during the practice lesson. (See the above directions.)

Each word on the test paper must be spelled correctly. Capitals and punctuation in sentences count equal to spelling words. (That's integration!) However, it is for you to decide if you want crossing t's and dotting i's and j's to be counted as making the word wrong or counted as one point off.

**Sample Worksheet 2**

Name      **Sally**         

What is the pattern?    short CVC words   

Repeat and Write

Alphabetize in Print or Cursive

- |        |  |     |                                  |
|--------|--|-----|----------------------------------|
| 1. jam | <u>  </u> j <u>ä</u> m <u>        </u> | (3) | 1. <u>  </u> cab <u>        </u> |
| 2. set | <u>  </u> s <u>ĕ</u> t <u>        </u> | (5) | 2. <u>  </u> got <u>        </u> |
| 3. got | <u>  </u> g <u>ŏ</u> t <u>        </u> | (2) | 3. <u>  </u> jam <u>        </u> |
| 4. cab | <u>  </u> c <u>ă</u> b <u>        </u> | (1) | 4. <u>  </u> met <u>        </u> |
| 5. met | <u>  </u> m <u>ĕ</u> t <u>        </u> | (4) | 5. <u>  </u> set <u>        </u> |

- |         |  |     |                                  |
|---------|--|-----|----------------------------------|
| 6. sit  | <u>  </u> s <u>ĭ</u> t <u>        </u> | (4) | 1. <u>  </u> bug <u>        </u> |
| 7. bug  | <u>  </u> b <u>ŭ</u> g <u>        </u> | (1) | 2. <u>  </u> hum <u>        </u> |
| 8. win  | <u>  </u> w <u>ĭ</u> n <u>        </u> | (5) | 3. <u>  </u> pen <u>        </u> |
| 9. pen  | <u>  </u> p <u>ĕ</u> n <u>        </u> | (3) | 4. <u>  </u> sit <u>        </u> |
| 10. hum | <u>  </u> h <u>ŭ</u> m <u>        </u> | (2) | 5. <u>  </u> win <u>        </u> |

- |         |  |     |                                  |
|---------|--|-----|----------------------------------|
| 11. nut | <u>  </u> n <u>ŭ</u> t <u>        </u> | (4) | 1. <u>  </u> box <u>        </u> |
| 12. pin | <u>  </u> p <u>ĭ</u> n <u>        </u> | (5) | 2. <u>  </u> has <u>        </u> |
| 13. box | <u>  </u> b <u>ŏ</u> x <u>        </u> | (1) | 3. <u>  </u> log <u>        </u> |
| 14. log | <u>  </u> l <u>ŏ</u> g <u>        </u> | (3) | 4. <u>  </u> nut <u>        </u> |
| 15. has | <u>  </u> h <u>ă</u> s <u>        </u> | (2) | 5. <u>  </u> pin <u>        </u> |

**In the left hand column mark the short vowels with a breve.**

Write your teacher's name.          Mrs. Jordan         

Worksheet 2-B

Name    **Sally**         

Flip and Write

CAPITAL PRINT

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. <u>  </u> jam <u>        </u>  | 1. <u>  </u> JAM <u>        </u>  |
| 2. <u>  </u> set <u>        </u>  | 2. <u>  </u> SET <u>        </u>  |
| 3. <u>  </u> got <u>        </u>  | 3. <u>  </u> GOT <u>        </u>  |
| 4. <u>  </u> cab <u>        </u>  | 4. <u>  </u> CAB <u>        </u>  |
| 5. <u>  </u> met <u>        </u>  | 5. <u>  </u> MET <u>        </u>  |
| 6. <u>  </u> sit <u>        </u>  | 6. <u>  </u> SIT <u>        </u>  |
| 7. <u>  </u> bug <u>        </u>  | 7. <u>  </u> BUG <u>        </u>  |
| 8. <u>  </u> win <u>        </u>  | 8. <u>  </u> WIN <u>        </u>  |
| 9. <u>  </u> pen <u>        </u>  | 9. <u>  </u> PEN <u>        </u>  |
| 10. <u>  </u> hum <u>        </u> | 10. <u>  </u> HUM <u>        </u> |
| 11. <u>  </u> nut <u>        </u> | 11. <u>  </u> NUT <u>        </u> |
| 12. <u>  </u> pin <u>        </u> | 12. <u>  </u> PIN <u>        </u> |
| 13. <u>  </u> box <u>        </u> | 13. <u>  </u> BOX <u>        </u> |
| 14. <u>  </u> log <u>        </u> | 14. <u>  </u> LOG <u>        </u> |
| 15. <u>  </u> has <u>        </u> | 15. <u>  </u> HAS <u>        </u> |

Write: your first name      your middle name      your last name

         Sally                   Ann                   Brown         

spelling      test      said      was      because

   spelling       test       said       was       because

## How to Use 2nd Grade Grammar of Spelling

### Homework

Word Boxes: Send the new and review spelling boxes home on Monday or the previous Friday.

### Monday (30 to 60 minutes)

Preview Time: Introduce the new spelling words and discuss the meaning of those words. Demonstrate family relationships, if possible. Emphasize *hearing* each sound in the word. Orally discuss exceptions, sight words, meanings of homophones, and the adding of prefixes and suffixes. This preview time will be as exciting and interesting to the students as you make it.

Dictation: Using the left column of the worksheet dictate each word to the students. They are to listen, repeat the word in unison, and then print the word on the blank.

Worksheet: The students may complete one side or both sides of the worksheet. They may do this after dictation or as a seatwork assignment during the day.

### Tuesday (30 minutes)

Dictation: Dictate sentences to the students. Each sentence should be dictated as you have the students' undivided attention. Say the sentence; repeat the sentence. Have the students repeat the sentence back two times. Dictate the sentence once more, and then the students may write it. Allow enough time for them to write the sentence. Finally, dictate the sentence again so they may check their work. Correct the sentences by having the students cross out all misspelled words with one line (not erasing) and write the words correctly above. Send the sentence dictation paper home so the parents are aware of areas where they may help their child.

### Wednesday (30 minutes)

Dictation: Dictate words from the new spelling list, from the extra words provided with each lesson, and from review word boxes.

Worksheet: The students may complete the worksheet, if they haven't done so yet.

### Thursday and Friday (30 minutes each)

Testing: Give two spelling tests each week and record test scores for both. If a student gets 100% on Thursday, he does not have to take Friday's test and gets an automatic 100% for it. Students love this reward for hard work and a job well done. Usually the grades drastically improve for the second test. Friday's test does not have to be the same words. You, as the teacher, may want to change the test words.

### Integration

Using the "tool": Expect and require the students to apply correct spelling to their other work as well. Require them to copy correctly.

Challenge students that get test marks of 100% three times in a row. Consider giving them "stella or star" words to learn each week. These stella words should come from your other studies.



## Lesson 1 – Introductory Lesson

|  |
|--|
| (The student's full name) _____<br>(The teacher's name) _____<br>Sight words: spelling test said was they are of off because |
|--|

### DIRECTIONS:

The student is to learn how to spell his/her complete name and the teacher's name. The names must be spelled with the proper capitals and punctuation marks.

Spelling and test are to be memorized and are required as headings on each spelling test paper throughout the year.

Said, was, they, are, of, off, and because are the first sight words to be taught and memorized.

Introduce each word in the spelling box and explain how to spell it by stressing the initial and final blends (two or more consonants together), the vowel sounds, and how to add the suffixes. Explain the meaning of each word.

**Beginning with the first lesson, the students need to be taught how to put their spelling words in alphabetical order. They will be required to do it every week.**

### EXTRA WORDS:

spell spelled speller

**DICTATION SENTENCES:** You may have to spell the underlined words for the students.

(Student's name) can spell.

The spelling test was fun.

They spelled the word off because (teacher's name) said to spell off.

He will do a test of spelling.

I said we are good spellers.

### TEST 1: 38 points

- | Spelling Test   | Name                                     | (3 pts.)  |
|---|--|-----------|
| 1. Teacher's name (Mrs. Jordan)                                     | 11. Student's first name                 |           |
| 2. they   | 12. Student's middle name (may be blank) |           |
| 3. off  | 13. Student's last name                  |           |
| 4. spelling   | 14.                                      | (13 pts.) |
| 5. was  | 15.                                      |           |
| 6. of   | 16.                                      |           |
| 7. said   | 17.                                      |           |
| 8. test   | 18.                                      |           |
| 9. are  | 19.                                      |           |
| 10. because   | 20.                                      |           |
| 21. They spell because because (Mrs. Jordan) said to spell because. |  | (15 pts.) |
| 22. The spelling test was fun.                                      |  | (7 pts.)  |

## Lesson 2 – Short CVC Words

|   |
|---|
| <b>Pattern-CVC words:</b> jam set sit got hum cab net win box bug<br>has pen pin log nut <b>Sight words:</b> spelling test said was because |
|---|

### DIRECTIONS:

Review: The student's complete name and the teacher's name, spelling, test, said, was, they, are, of, off, because.

New Words: Introduce each CVC word ( consonant, ovowel, nonsonant) in the spelling box and explain how to spell it by stressing the consonants, the vowel sound, and how to double the final consonant to add suffixes. Explain the meaning of each word.

Show the students how to mark above the short vowel sound with a **breve (ö)** . A breve is an upward curved mark shaped like the smile on a smiley face.

Dictate many of the extra words below and have students orally spell the words.

**Each week the extra words can be orally discussed, defined, memorized by the students, used for dictation in sentences and in spelling bees, or used for spelling tests.**

### EXTRA WORDS:

hat wet hit dot cut pat bed dim top mud sad pet tip hop hug ran ten him pot dug tap net mix hot run had red hid dog pup

**DICTIONATION SENTENCES:** You may have to spell underlined words for the students.

She has the jam and nuts.

Did you sit on the pin?

The bug ran up the log and met a dog.

He set the pen in the box.

I will win the spelling test.

He got to hum today.

### TEST 2: 43 points

Spelling Test

Name

(3 pts.)

1. because
2. cab
3. set
4. win
5. pen
6. box
7. spelling
8. nut
9. log
10. has

11. jam
12. pin
13. met
14. test
15. hum
16. sit
17. was
18. got
19. said
20. bug

(20 pts.)

21. Did you sit on the pin?

(8 pts.)

22. The bug ran up the log and met a dog.

(12 pts.)

### Lesson 3 – Initial Blend CCVC Words

**Pattern-CCVC words:** chop chin shed shut that them when whip blot  
blab clap club flag flip glad glob plan plus sled slim  
**Sight words:** you your says goes does

#### DIRECTIONS:

Review: Words from lessons 1 and 2

New Words: This lesson is the first group of words stressing initial consonant blends. These CCVC words start with 10 different blends: ch - sh - th - wh - bl - cl - fl - gl - pl - sl. There are five new sight words. Introduce each word in the spelling box and explain how to spell it by stressing the initial blend, the vowel sound, and how to add suffixes. Explain the meaning of each word.

Show the students how to mark above the short vowel sound with a **breve** (ă) . A breve is an upward curved mark shaped like the smile on a smiley face.

Dictate many of the extra words below and have students orally spell the words.

#### EXTRA WORDS:

chap chat chip ship shop shot than then this thus whim bled clam  
clip clog flap flat glen plot plug plum slam slat slid slip

#### E. DICTATION SENTENCES:

Did you say your sled was in the shed?  
When will the flag flip?  
The club and whip were in your plan.  
Does your chin look slim?  
You will shut the flap on the ship.  
Did we plan to get a plum and a clam?  
They are glad that chap will blab.  
We shot the flat chip off of the plug.

#### TEST 3: 47 points

| Spelling Test | Name          | (3 pts.)  |
|---------------|---------------|-----------|
| 1. does       | 11. chin      |           |
| 2. flip       | 12. shut      |           |
| 3. glad       | 13. plus      |           |
| 4. that       | 14. glob      | (20 pts.) |
| 5. slim       | 15. flag      |           |
| 6. blab       | 16. because * |           |
| 7. of *       | 17. was *     |           |
| 8. clap       | 18. chop      |           |
| 9. blot       | 19. said *    |           |
| 10. goes      | 20. them      |           |

The \* denotes review words.

21. They had a club and a whip in the plan. (12 pts.)  
22. When did you say your sled was in the shed? (12 pts.)