

McRuffy Press
Second Grade Phonics and Reading

Scope and Sequence and
Lesson Plan Sample

The lesson plans also display workbook pages and a book in reduced size.

This is a typical week's worth of lesson plans.

Lessons 6-10 of 160 lessons

Available from McRuffy Press

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Raymore, MO 60483

Phonics Scope and Sequence

Week Lessons

1	1 - 5	First Grade Review
2	6 - 10	First Grade Review
3	11 - 15	Review, suffixes er, and est
4	16 - 20	air, -ear, -are
5	21 - 25	wh, review e sounds
6	26 - 30	nce, -nse
7	31 - 35	dropping y adding ie, -ies, ied
8	36 - 40	Review & Test 1
9	41 - 45	ue, ui, oe as in shoe and canoe
10	46 - 50	Long a sounds spellings: -eigh, ei, ey, ea
11	51 - 55	dge
12	56 - 60	Two-syllable compound words
13	61 - 65	Silent letters - review and new
14	66- 70	review long o (oa & ow) add 2 syllable ow
15	71 - 75	ief, ield
16	76 - 80	Review & Test 2
17	81 - 85	ew, ou
18	86 - 90	ie-
19	91 - 95	wa (short 0 sound)
20	96 - 100	ough, augh, au
21	101 - 105	prefix un-
22	106 - 110	ph, school, gh=f
23	111 - 115	ea- as in bread
24	116 - 120	Review & Test 3
25	121 - 125	o = short u
26	126 - 130	tion
27	131 - 135	ly
28	136 - 140	re-
29	141 - 145	-ent
30	146 - 150	More two-syllable compound words,
31	151 - 155	Three-syllable compound words and silent u
32	156 - 160	Review & Test 4

Language Scope and Sequence

Lesson

- 2 Review ñed
- 3 Review contractions
- 4 Review prefixes a, be
- 7 Choosing the correct suffix
- 8 Contractions
- 9 Alphabetizing (1st letter)
- 12 Suffixes er and est
- 13 Opposites
- 14 Synonyms
- 16 Homophones
- 17 Proofreading
- 18 Alphabetizing (1st letter)
- 19 Choosing the correct suffix
- 21 Alphabetizing (2nd letter)
- 22 Opposites in sentences
- 23 Alphabetizing (2nd letter)
- 24 Unscrambling sentences
- 26 Vocabulary development
- 27 Synonyms
- 28 Nouns
- 29 Comprehension skills
- 31 Sentence order
- 32 Categorization
- 33 Nouns
- 34 Comprehension skills
- 36 Suffixes er and est
- 37 Categorization
- 38 Nouns

Lesson

- 41 Suffixes
- 42 True and False
- 43 Comprehension skills
- 44 Sequence of a story
- 46 Days of the week
- 47 Homophones
- 48 Adding suffixes
- 49 Story sequence
- 52 Proofreading and nouns
- 53 Comprehension
- 54 Story sequence
- 57 Verbs
- 58 Verbs
- 59 Story sequence
- 61 Proofreading
- 62 Vocabulary
- 63 Nouns and verbs
- 64 Story sequence
- 66 Vocabulary development
- 67 Syllables
- 68 Using prepositions
- 69 Story sequence
- 71 Vocabulary development
- 72 Suffixes dropping y
- 73 Suffixes
- 74 Story sequence
- 76-78 Review

Language Scope and Sequence

Lesson

- 81 Vocabulary development
- 82 Alphabetizing (3rd letter)
- 83 Past tense
- 84 Story sequence
- 86 Vocabulary development
- 87 Using the correct tense
- 88 Homophones
- 89 Story sequence
- 91 Vocabulary development
- 92 Alphabetizing (3rd letter)
- 93 Nouns and verbs
- 94 Story sequence
- 96 Proofreading
- 97 Comprehension skills
- 98 Using tenses
- 99 Story sequence
- 101 Opposites (adding un)
- 102 Adjectives
- 103 Alphabetizing (3rd letter)
- 104 Story sequence
- 106 Root word meanings
- 107 Adjective, nouns, verbs
- 108 Comprehension skills
- 109 Story sequence
- 111 Comprehension skills
- 112 Categories
- 113 Proofreading
- 114 Story sequence
- 116 Using the correct tense
- 117 Alphabetizing
- 118 Adjectives

Lesson

- 121 Comprehension
- 122 Opposites
- 123 Finding all nouns in sentences
- 124 Story sequence
- 126 Comprehension
- 127 Meanings of root words
- 128 Verbs
- 129 Rhyming sentences
- 131 Adverbs
- 132 Adjectives and adverbs
- 133 Adverbs
- 134 Story sequence
- 136 Pronouns
- 137 Pronouns and matching nouns
- 138 Parts of speech
- 139 Writing answers to questions
- 141 Vocabulary development
- 142 Compound sentences (and)
- 143 Compound sentences (but, or)
- 144 Writing answers to questions
- 146 Writing definitions
- 147 Review parts of speech
- 148 Alphabetizing compound words
- 149 Writing answers to questions
- 151 Language skills
- 152 Parts of speech
- 153 Alphabetizing compound words
- 154 Writing answers to questions
- 156 Review
- 157 Review
- 158 Review

Lesson Objectives

1. Students will review ending blends (sk, lk, nk, ft, ld, lf, lt, lp). (P)
2. Students will spell seventeen words correctly. (S)
3. Students will prepare to read the story *Dot and the Stopped Up Drain*. (R)
4. Students will copy sentences neatly and correctly. (H)

Materials

Work book page 6

Book: *Dot and the Stopped Up Drain*

Teaching

1. Write each blend. Have students think of words that end with the blends. Have students write two words that end with each blend on a piece of paper.

Students will complete the crossword puzzle on workbook page 6 using words that end with these blends. A word list is provided, but not all the words in the list will be used.

2. Have the students write the following words on a piece of paper as spelling dictation:

**skunk, scare, switch, smile, twelve, ask, milk, soft, cold,
shelf, melt, help, house, moose, tooth, pillow, puppet**

This is the spelling list for the spelling test given in lesson 10. After giving the spelling dictation, write the words on a chalkboard and have children make any corrections needed to their spelling dictation.

Students will use this list to prepare for the test. The teacher should check the student's list since it will be used for learning the words.

3. *Dot and the Stopped Up Drain* focuses on reviewing words used in the first grade program. In addition to those words, the following words may be new to students and will require some instruction: **ache, alligator, basement, bathroom, bathtub, problem, swiftly, yahoo.**

The following are some suggestions to help children remember the words:

The word *ache*: The a is long. The ch makes the k sound. The e is silent.

The word *alligator*: Break into syllables, al-li-ga-tor. The -ga- has a long a sound.

The word *basement*: Break into syllables, base-ment

The word *bathroom* and *bathtub*: Divide the words. bath room, bath tub

The word *problem*: Break into syllables, pro-blem. The vowels are short.

The word *swiftly*: Take off the suffix (swift). The y makes a long e sound.

The word *yahoo*: Break into syllables. The a makes a short o sound. The -oo- sound is as in moose.

The following words were used in the first grade curriculum, but additional review may be helpful: **kitchen, skiing, thought, wild**

Next, have the children read the word list on the back of the book. Students will begin reading the book in lesson 7.

Lesson 6

4. Use the handwriting sheet or have the children write the following sentences:

I helped paint the old shelf pink.
 We took the colt for a walk at dusk.

T1

Word List	
cold	calf
salt	colt
honk	
found	lift
stink	help
mask	desk
drink	talk
scold	shelf
nail	skunk

across →

1. To smell bad.
2. A small horse.
3. To gulp water.
5. Use a hammer with this.
6. Put this on your face.
7. _____ and pepper.
8. A horn can do this.
9. Lost and _____.
10. A small cow.
12. To say things.

down ↓

1. To yell at.
4. A black animal that smells bad.
7. A place to put books.
8. Call 911 for _____.
10. Not hot.
11. To pick up.
13. A place to keep pens.

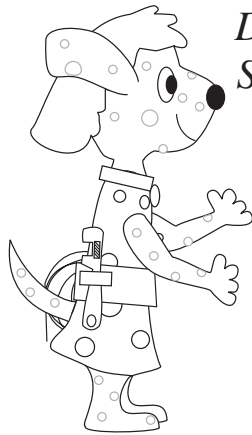
Workbook Answers

1 S T I N K
 C
 2 C O L T
 L
 3 D R I N K
 U
 4 S
 5 N A I L
 6 M A S K
 7 S A L T
 H P
 E
 8 H O N K
 9 F O U N D
 10 C A L F
 O I
 L F
 11 L I F T
 12 T A L K
 13 D E S K

Dot and the Stopped Up Drain



Book 2
Lessons 6 to 10



Dot and the Stopped Up Drain

MP5202

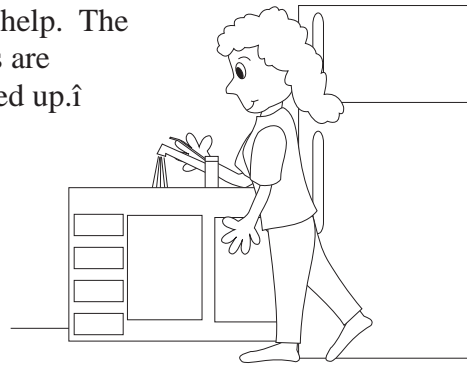
by Brian Davis

Beth was in the kitchen. She wanted to get a drink of cool water. The water did not go down the drain.

“There is still water in the sink,” thought Beth.

Beth walked down the hall. She turned on the water in the bathtub. The water didn’t go down the drain.

“It seems I need some help. The drains are stopped up.”



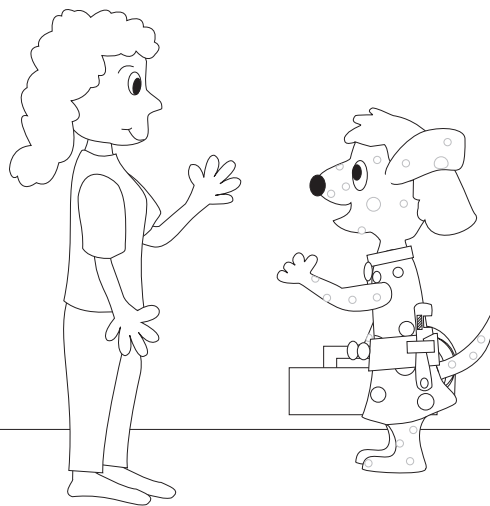
1

She called Dot the dog to fix the pipes in the house. Soon, Dot came to help.

“I checked the bathroom and the kitchen,” said Beth.

“The drains do not work. I need to go to the mall to eat lunch. I will be back some time after noon.”

Beth left Dot at her house.



2

3

Dot and the Stopped Up Drain

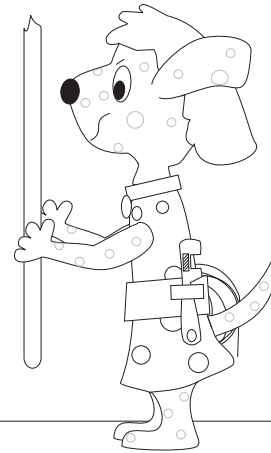
Dot checked the drain in the kitchen. She checked the drain in the bathtub. She thrust a broom down the bathtub drain. She heard a loud crunch.

The end of the broom had been bitten off. This did not scare Dot.

“I found the problem,” said Dot.

She went to her truck. She came back with a ladder.

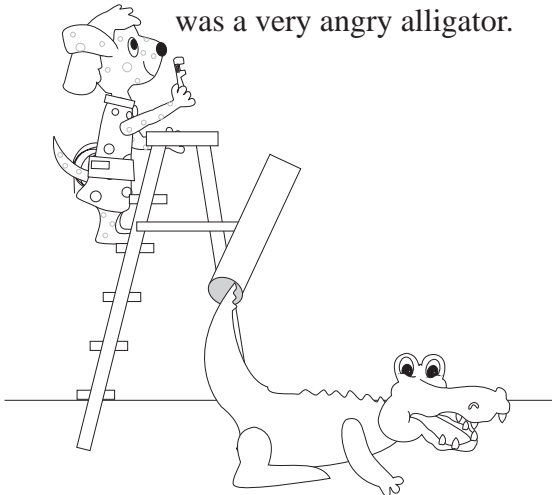
4



5

Dot went into the basement. She set the ladder up under the bathtub drain. She took a large wrench from her tool belt. She loosened the pipe.

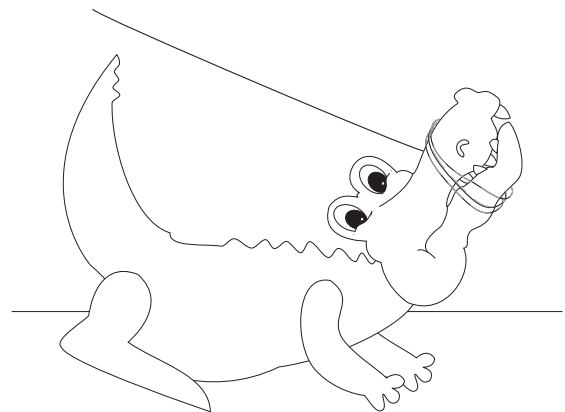
Swish! Down came the water from the bathtub. But, that's not all that fell out. There on the floor was a very angry alligator.



6

This did not scare Dot. She sat on top of the ladder. A smile came on Dot's face. She reached for a rope in her tool box. She made a lasso.

She made one swift throw. The rope looped around the alligator's snout. The alligator went wild.



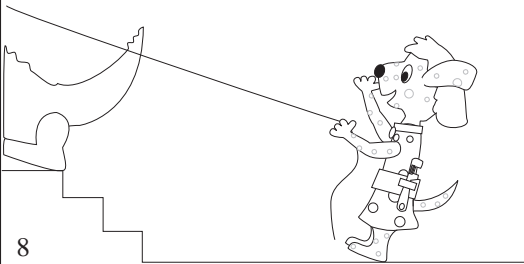
7

Dot and the Stopped Up Drain

This did not scare Dot. The alligator bolted up the steps. The alligator was very swift.

Dot held the rope. She bounced off the ladder. She went skiing across the basement.

But, Dot did not let loose. Dot hopped on the alligator's back.

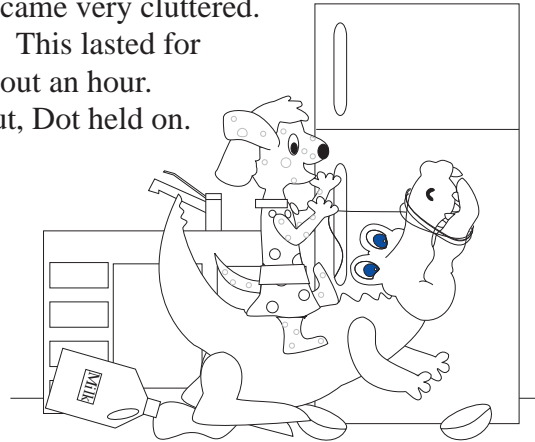


They were in the kitchen now. The alligator twisted. The alligator twirled. "Yahoo!" hooted Dot.

She thrived on alligator riding. Milk jugs spilled. A shelf was knocked down.

Bowls scooted across the room. The kitchen became very cluttered.

This lasted for about an hour. But, Dot held on.



The alligator gave up. Dot smiled. She scolded the alligator.

"What were you doing in that pipe?"

The alligator sat up. He was not in a good mood. He rubbed his belly.

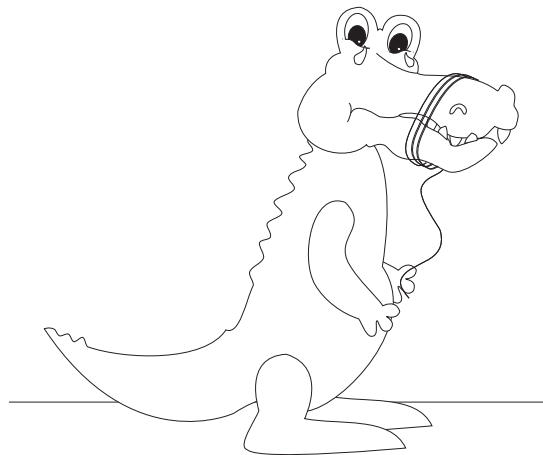
"I see," said Dot softly. "You had a tummy ache."

The alligator nodded yes.

"Have you been eating hot peppers?" asked Dot.

The alligator nodded yes.

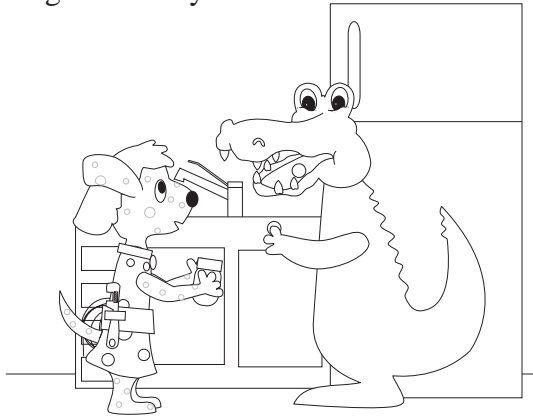
"I see," said Dot. "You need a pill for your tummy ache."



Dot and the Stopped Up Drain

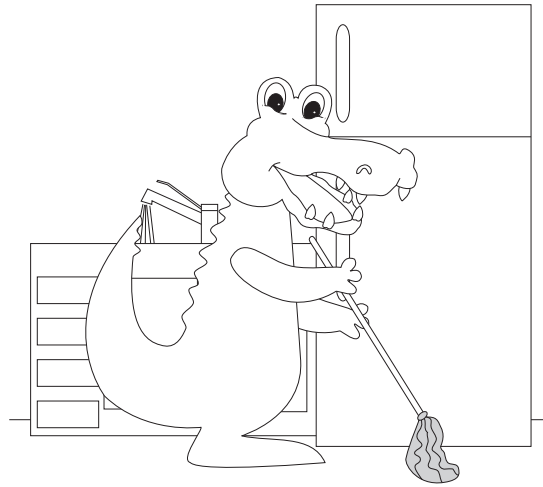
Dot left the room. She came back soon.
"My tummy aches if I eat hot peppers,
too."

Dot pulled off the lasso. She offered the alligator some tummy ache pills. The alligator munched the pills. The pills soothed the alligator's belly.



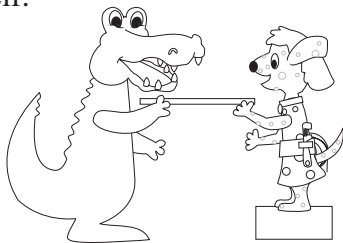
12

Dot and the alligator had a big task to do. The house was a mess. Beth would be back after noon. But, they worked swiftly. The alligator cleaned the kitchen.



13

They fixed the shelf.

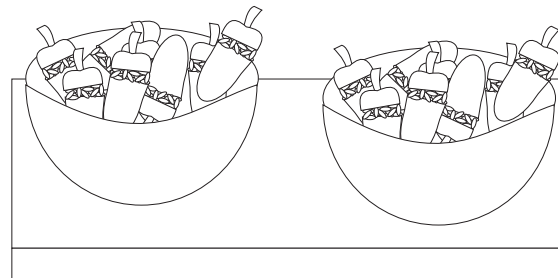


They put back the bathtub drain pipe. Dot was very pleased. So she took the alligator home for dinner. Her pups were cooking a nice meal.



14

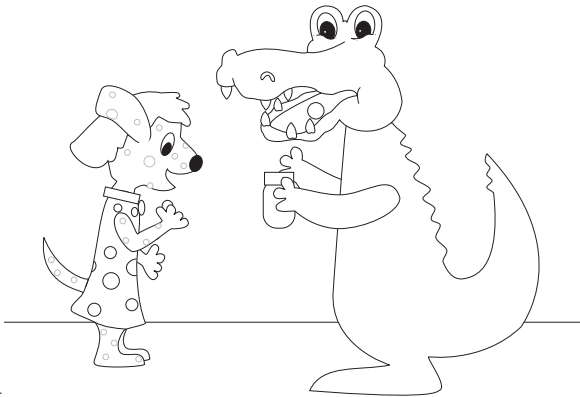
Dot's pups came out with round bowls. The bowls were filled with hot stuffed peppers.



15

Dot and the Stopped Up Drain

Dot and the alligator had a very nice dinner. Later, they munched on tummy pills.



16

Dot and the Stopped Up Drain word list:

about	crunch	into	one	stopped
ache	didn't	kitchen	out	swift
across	dinner	knocked	peppers	swiftly
after	Dot	ladder	pills	swish
alligator	down	large	problem	task
angry	drain	lasso	reached	this
around	drink	lasted	room	thought
basement	eat	left	round	thrived
bathroom	eating	looped	rubbed	throw
bathtub	end	loose	scare	thrust
belly	fixed	loosened	scolded	tool
belt	floor	loud	scooted	truck
Beth	found	lunch	shelf	tummy
bitten	good	mall	sink	twirled
bolted	heard	mess	skiing	twisted
bounced	held	milk	smile	under
bowls	help	mood	snout	very
broom	home	munched	softly	wanted
checked	hooted	nodded	soon	water
cleaned	hopped	noon	soothed	wild
cluttered	hour	now	spilled	work
cool	house	offered	steps	wrench
			still	yahoo

Lesson 7

Lesson Objectives

1. Students will review beginning blends (sk, sc, sw, sm, tw). (P)
2. Students will review the suffix -ing. (L & S)
3. Students will choose the correct tense. (L)
4. Students will read the story Dot and the Stopped Up Drain. (R)
5. Students will copy sentences neatly and correctly. (H)

Materials

Work book page 7

Book: Dot and the Stopped Up Drain

Teaching

1. Write the words **bunk, man, king, cash, and, big**. Have the students read each word. Write the five beginning blends: sw, tw, sc, sm, sk. Have students replace each beginning consonant with one of the blends to make five new words. (skunk, scan, swing, smash, twig)

Top of workbook page 7: Read the sentences. The underlined word does not belong in the sentence. Replace the beginning consonant with a blend to complete the sentences. Write the correct word on the lines at the end of the sentences.

2. Introduce the suffix -ing. Review the rules for adding suffixes:

For long vowel words that do not end with a silent e, simply add **-ing: mailing, needing, floating.**

For words that end with silent e, drop the silent e and add the suffix (ing): **naming, forcing.**

For one syllable words, if the last two letters in a word are a vowel and consonant, double the consonant and add ing: **trimming, starring.**

Add the suffix to words that end with two consonants: **panting, dressing, farming, painting.**

Have students add -ing to these spelling words: **scare, switch, smile, ask, milk, melt, help.** (scaring, switching, smiling, asking, milking, melting, helping)

And these words: **flop, skip, sweep, thin, crow, zoom.** (flopping, skipping, sweeping, thinning, crowing, zooming)

3. Use the bottom of workbook page 7. Choose the correct form of the words to complete the sentences.

4. Introduce the story Dot and the Stopped Up Drain. In this story, Dot the plumber helps out a customer and an animal. Found out how in this story.

Review the additional reading vocabulary: **alligator, basement, bathroom, problem, swiftly, yahoo.**

Students will now read pages 1 to 8. Next, ask the following questions:

Where did Beth go after Dot came to fix the pipes? (to the mall)

What happened to the broom handle? (It was bitten off.)

Where did Dot take the ladder? (to the basement)

What was stuck in the drain? (an alligator)

Why do you think the alligator was angry? (answers vary)

Was Dot scared of the alligator? (no)

How did she catch the alligator? (She lassoed him.)

5. Use the handwriting sheet or have the children write the following sentences:

She wore a blouse, a skirt, and a scarf.
The twelve children smelled the swine.

T1 & 3

1. We can him in the lake. _____
2. The cartoon made me file. _____
3. Beth has a pin sister. _____
4. Can we plate on the ice? _____
5. I mored twelve points. _____

Part B: Read the sentences. Fill in the circle next to the correct form of the missing word.

1. Hank is _____ the goat. milk milked milking
2. Beth _____ the ball. bounce bounced bouncing
3. Can you _____ the skunk? smell smelled smelling
4. I will _____ my mother. ask asked asking
5. Father _____ the grass. mow mowed mowing
6. The car _____ to a stop. skid skidded skidding
7. Hank is _____ at his brother. shout shouted shouting

Workbook Answers

Part 1

1. swim
2. smile
3. twin
4. skate
5. scored

Part 2

1. milking
2. bounced
3. smell
4. ask
5. mowed
6. skidded
7. shouting

Lesson 8

Lesson Objectives

1. Students will review vowel digraphs (ow as in snow, ou as in out, oo as in moon). (P)
2. Students will review contractions. (L)
3. Students will review the spelling list. (S)
4. Students will read the story Dot and the Stopped Up Drain. (R)
5. Students will copy sentences neatly and correctly. (H)

Materials

Work book page 8

Book: Dot and the Stopped Up Drain

Teaching

1. Write the words **snow, flown, found, house, moose, spoon**. Have the students find the letters that make the vowel sounds.

For the words **snow**, and **flown**, the w acts like a silent vowel. It makes the o long. Ask students if they know the other sound ow makes. It make the ow sound as in brown and cow.

For the words **found**, and **house**, the ou work together to make a different vowel sound. It is the same sound that ow makes in cow.

For the words **moose**, and **spoon**, the two oís don't make the long or short vowel sound. Remind students that oo has another sound, oo as in book. In this lesson only the oo sound as in moose will be used.

Top of workbook page 8: Complete the sentences.

2. Review the term contraction. It's when we put two words together. Write the words **I will** and **I'll**. Point to the apostrophe. Ask students if they can remember the name of this punctuation mark. Ask what it does in the word **I'll**. (It shows that letters were taken out.) Ask what letters were left out when we turned **I will** into the contraction **I'll**. Say each of the following words and have students write the two words that were contracted on a piece of paper.

Heíll, sheíll, weíll, theyíll

Introduce contracting with be verbs. Write: **he is, she is, it is, we are, they are, I am**. Ask students to find the contractions for the sets of words (heís, sheís, itís, weíre, theyíre, Iím).

The word is can also be contracted with proper nouns: Beth is, Bethís, Walt is, Waltís, Mitch is, Mitchís.

3. Use the bottom of workbook page 8. Have students complete the sentences with spelling words.

Lesson 8

4. Review the first half of the book *Dot and the Stopped Up Drain*. Next, read the second half of the book. After completing the story ask the students the following questions:

How long did Dot ride the alligator? (an hour)

What was wrong with the alligator? (He had a tummy ache.)

What did the alligator eat? (hot peppers)

How did Dot know the alligator had a tummy ache? (It rubbed it's belly.)

What did Dot give the alligator? (tummy ache pills)

Who cleaned up the kitchen? (the alligator)

Where did they go after leaving Beth's house? (to Dick's house)

Why did Dot want to help the alligator? (answers vary - He knew what it was like to have a tummy ache.)

Do you think this is a true story? (answers vary)


What was there in this story that probably couldn't happen? (answers vary)


5. Use the handwriting sheet or have the children write the following sentences:


I found the broom in the house.


She'll show us her pet raccoon.


T1 & 2

1. Did the _____ blow away? 

2. I found Walt's _____ 

3. Is a spoon in the _____? 

4. The hound had a loose _____ 

5. A _____ blocked the moon's light. 

Word List:
 bowl
 blouse
 cloud
 spoon
 balloon
 house
 mouse
 tooth
 low

1. We drank the _____ milk smile cold help

2. The _____ on the bed is _____ switch soft pillow melt

3. The _____ is a _____ mouse puppet crash milk

4. _____ books are on the _____ shelf scare twelve house

5. Is a _____ outside the _____? skunk cold house tooth

Workbook Answers

Part 1

1. balloon
2. house
3. bowl
4. tooth
5. cloud

Part 2

1. cold, milk
2. pillow, soft
3. mouse, puppet
(or puppet, mouse)
4. twelve, shelf
5. skunk, house

Lesson 9

Lesson Objectives

1. Students will review words with the ch and th consonant digraphs. (P)
2. Students will review alphabetizing by the first letter. (L)
3. Students will write a story. (CW)
4. Students will read the story Dot and the Stopped Up Drain. (R)
5. Students will copy sentences neatly and correctly. (H)

Materials

Work book page 9

Book: Dot and the Stopped Up Drain

Optional: A non-fiction book about alligators, or encyclopedia entry

Teaching

1. Write the digraphs th and ch.

For the digraph th: Th has two sounds. **The th sometimes uses your voice, that. Sometimes you do not use your voice, think. The th sound can come at the end of words too, with, cloth, math. The th sound can also be in the middle of words, mother, brother, father.** Ask students to think of words that have th in them. Have students identify the th sound (voiced or unvoiced). Have students identify where the th sound is in the word (beginning, middle, end).

For the digraph ch: It has several sound, but only the ch sound as in child will be used in this lesson. The ch can also be at the beginning (chain), middle (kitchen), or end (couch) of the word. Ask students to think of words that have ch in them. Have students identify where the ch sound is in the word (beginning, middle, end).

Top of workbook page 9: Students will complete the words by adding either ch or th.

2. Ask students to tell you what you are doing: begin reciting the alphabet. Review the concept of alphabetizing (putting in the order of the alphabet). Explain the use of alphabetizing. It is used in filing, encyclopedias, dictionaries, phone books, lists, etc.

Write the list on the board and have students alphabetize the words:

pillow, zipper, butter, kitten, rabbit, dinner, mirror, winner, cannon, hammer

Answers:

butter, cannon, dinner, hammer, kitten, mirror, pillow, rabbit, winner, zipper

3. The students will write a story. You may have students write the story on a piece of paper or make a book that can be illustrated. Books will again need a cover sheet and two additional sheets. Students may illustrate the pages. Students may make up titles to the story.

Introduce the activity: **Today you will make up a story about alligators. It can be a true story that just talks about alligators, or it can be made up, like the story Dot and the Stopped Up Drain.**

Read about alligators to prepare the students to write. You may read a book, an encyclopedia entry, or you may read this summary:

Lesson 9

Alligators are reptiles that live in lakes, marshes, rivers, and swamps. Most of the alligators in the United States are found in the southern states from Texas to Florida. Some alligators are raised on alligator farms. People eat the alligator meat and use the skins to make shoes, belts, handbags, and other things. Some people buy baby alligators for pets.

An alligator is full grown at about ten years old. Most are about six feet long. Some alligators may be up to 19 feet long. Female alligators weigh about 120 pounds. Male alligators weigh about 250 pounds.

When an alligator is born it is only about nine inches long. Alligators hatch from eggs. The mother alligator lays about 30 to 60 eggs in the springtime. It takes about ten weeks for the eggs to hatch.

Alligators eat snakes, frogs, and fish. Young alligators eat insects and small animals that live in water. Sometimes alligators eat bigger animals like pigs or birds that live in the water. Alligators do not usually attack people.

- Read the book *Dot and the Stopped Up Drain* a second time. Next, have students look at the back of the book and answer the following questions about the word list. You may do this orally or have students write answers:

What words are places in a house? (basement, bathroom, kitchen)

What words have the suffix -ing? (eating, skiing) Ask students to write the root words.

What words have a prefix? (about, across, around) Ask students to write the root words.

What words have the -ed suffix? (bolted, bounced, checked, cleaned, cluttered, fixed, hooted, hopped, knocked, lasted, looped, loosened, munched, nodded, offered, reached, rubbed, scolded, scooted, soothed, spilled, stopped, thrived, twirled, twisted, wanted) You may ask students to write the root words.

What are things that Dot had on his tool belt? (lasso, wrench)

What words have the digraph ch? (ache, checked, crunch, kitchen, reached, wrench)

Which one does not have the ch sound you hear in chair? (ache)

Bottom of workbook page 9: Fill in ovals to answer questions about the story.

- Use the handwriting sheet or have the children write the following sentences:

Beth gave her mother that thin cloth.
The chimp on the branch munched on cheese.

Workbook Answers

Part 1

- ranch
- kitchen
- they
- another
- child
- bathe
- lunch
- these
- match
- chill

Part 2

- | | |
|--------------------------------------|-------------------------------------|
| <input checked="" type="radio"/> yes | <input type="radio"/> no |
| <input type="radio"/> | <input checked="" type="radio"/> no |
| <input checked="" type="radio"/> yes | <input type="radio"/> no |
| <input checked="" type="radio"/> yes | <input type="radio"/> no |
| <input type="radio"/> yes | <input checked="" type="radio"/> no |

T1 & 4

- | | |
|----------------|--------------|
| 1. ran ____ | 6. ba ____ e |
| 2. kit ____ en | 7. lun ____ |
| 3. ____ ey | 8. ____ ese |
| 4. ano ____ er | 9. mat ____ |
| 5. ____ ild | 10. ____ ill |

- | | |
|------------------------------------|---|
| 1. Did Dot eat hot peppers? | <input checked="" type="radio"/> yes <input type="radio"/> no |
| 2. Did Beth have a tummy ache? | <input checked="" type="radio"/> yes <input type="radio"/> no |
| 3. Did Dot ride on an alligator? | <input checked="" type="radio"/> yes <input type="radio"/> no |
| 4. Did the alligator bite a broom? | <input checked="" type="radio"/> yes <input type="radio"/> no |
| 5. Did the alligator lasso Dot? | <input checked="" type="radio"/> yes <input type="radio"/> no |

Lesson 10

Lesson Objectives

1. Students will be tested on phonics concepts. (P)
2. Students will be tested on language concepts. (L)
3. Students will read the story they have written. (CW)
4. Students will take a spelling test. (S)
5. Students will copy a sentence neatly and correctly. (H)

Materials

Creative writing assignment from lesson 9

Work book page 10

Spelling word list: skunk, scare, switch, smile, twelve, ask, milk, soft, cold, shelf, melt, help, house, moose, tooth, pillow, puppet

Teaching

1. Use the top of the workbook as a phonics test. Have the students fill in the circles next to the words that complete the sentences.
2. Use the bottom of the workbook. Read the pairs of words. Write the contractions on the lines.
3. Have students take turns reading the books or stories that were written during the creative writing section of lesson 9.
4. Have students number their paper from 1 to 17. Give the following words as dictation.

Spelling word list: 1. ask, 2. cold, 3. scare, 4. help, 5. smile, 6. pillow, 7. moose,

8. puppet, 9. switch, 10. house, 11. soft, 12. melt, 13. skunk, 14. milk, 15. tooth,

16. shelf, 17. twelve

5. Use the handwriting sheet or have the children write the following sentences:

Walt found the pink chalk on the stool.

Mother stitched twelve gold skirts.

Workbook Answers

Part 1

1. snout
2. smoke
3. mouse
4. crow
5. spoon

Part 2

1. heíll
2. sheís
3. weíre
4. Ím
5. theyíll
6. heís
7. sheíll
8. theyíre
9. Íll
10. weíll




T1 & 2	
1. The pig has a wet _____.	
<input type="radio"/> snout	<input type="radio"/> ski <input type="radio"/> tweet <input type="radio"/> sulk
2. The fire made lots of _____.	
<input type="radio"/> scalp	<input type="radio"/> soon <input type="radio"/> finch <input type="radio"/> smoke
3. Did a _____ eat the cheese?	
<input type="radio"/> bug	<input type="radio"/> mouse <input type="radio"/> felt <input type="radio"/> sour
4. The _____ put the twig in the nest.	
<input type="radio"/> crow	<input type="radio"/> wine <input type="radio"/> patch <input type="radio"/> proud
5. The _____ fell out of the bowl.	
<input type="radio"/> stoop	<input type="radio"/> sweet <input type="radio"/> spoon <input type="radio"/> self
1. he will _____	6. he is _____
2. she is _____	7. she will _____
3. we are _____	8. they are _____
4. I am _____	9. I will _____
5. they will _____	10. we will _____

McRuffy Press
Second Grade Phonics and Reading

Program contents

Teacherís Manual
Workbook 1
Workbook 2
28 Reading Books

Optional handwriting books are
available in five versions:

Traditional	
Modern	
Cursive	

Plus two books that transition mid-year:

Traditional to Cursive
Modern to Cursive