

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 1**  
(for use with Lesson 1)  
**Phonics 2**

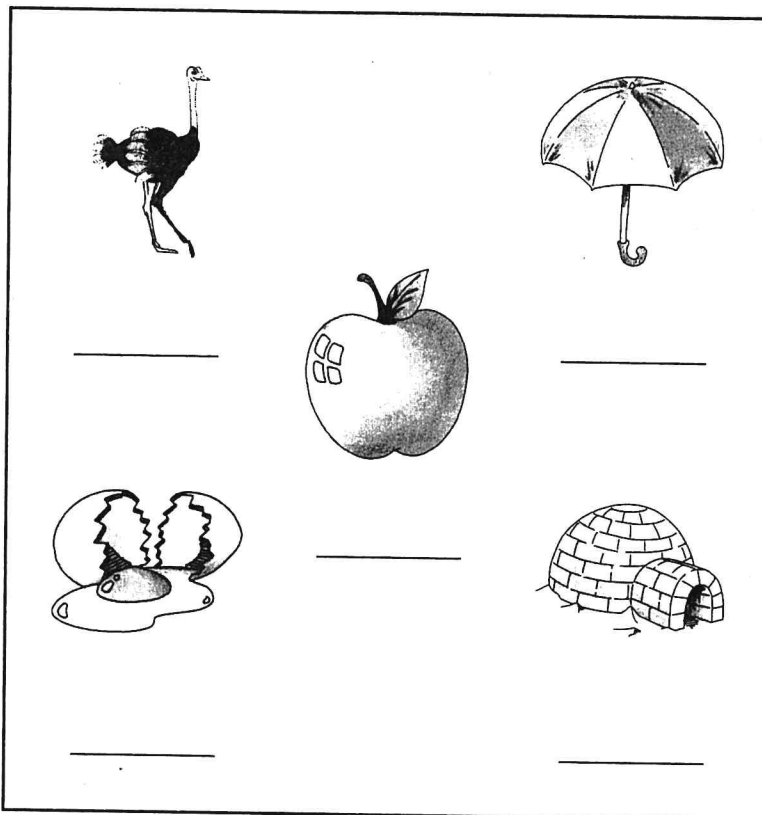
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

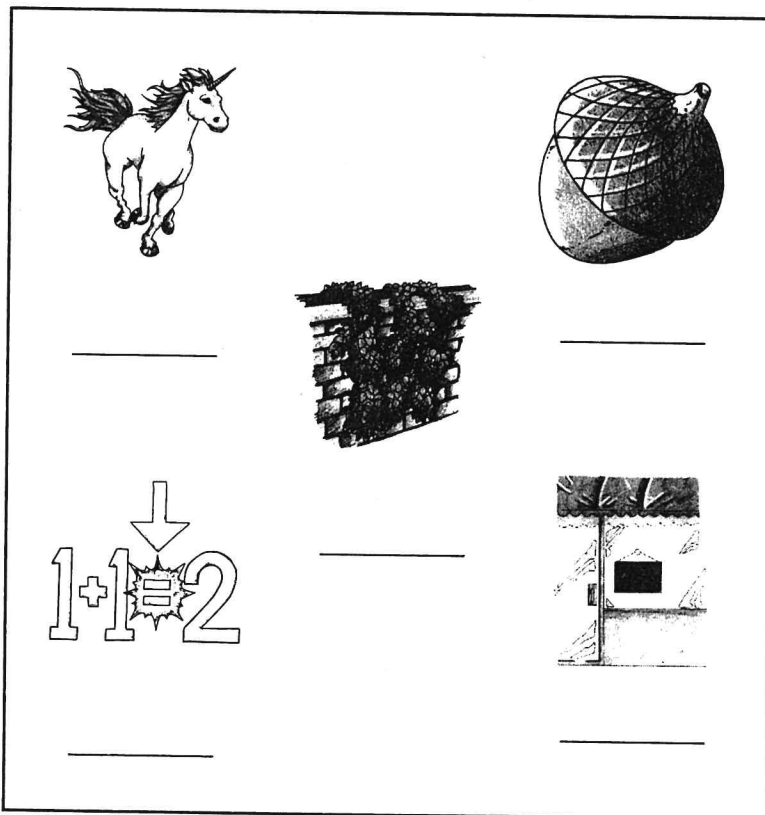
6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

**Parents:** Your child has been taught how to write the **vowels** and the long and short sounds of each; that a short sound is coded with a **breve** (ă); and that a long sound is coded with a **macron** (ā).



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 2**  
(for use with Lesson 2)  
**Phonics 2**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

A	I	O	A
e	O	E	U
i	a	u	o
o	E	a	e

A	l	J	U	a
e	i	s	o	q
f	l	O	p	u

**Parents:** Your child has practiced spelling the long and short vowel sounds.



Name \_\_\_\_\_

**Spelling Sound Sheet 1**  
*(for use with Lesson 3)*  
**Phonics 2**

1. \_\_\_\_\_

11. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_




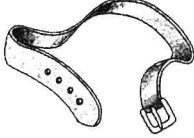






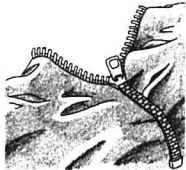




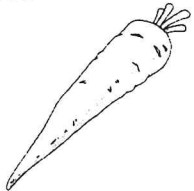
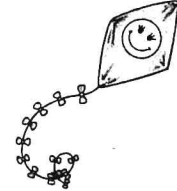
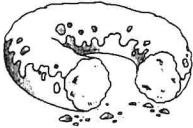

20. \_\_\_\_\_



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 3**  
(for use with Lesson 3)  
**Phonics 2**

1.  _____	2.  _____	3.  _____	4.  _____	5.  _____
6.  _____	7.  _____	8.  _____	9.  _____	10.  _____
11.  _____	12.  _____	13.  _____	14.  _____	15.  _____
16.  _____	17.  _____	18.  _____	19.  _____	

**Parents:** Your child has been taught the name, shape, and sound of every **consonant** except *q* and *x*; and that when the letter *c* makes a /k/ sound, it is coded with a **k-back** [c]. (Please note that a letter appearing between slash marks, as in /k/, indicates the letter sound rather than the letter name.)





Name \_\_\_\_\_

**Spelling Sound Sheet 2**  
(for use with Lesson 4)  
**Phonics 2**

1. \_\_\_\_\_

11. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

29. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

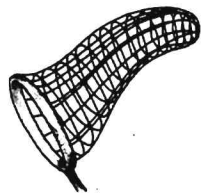


Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 4**  
(for use with Lesson 4)  
**Phonics 2**

1. nest



7. leg



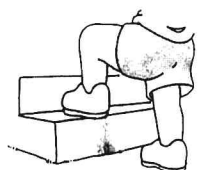
2. net



8. pet



3. cap



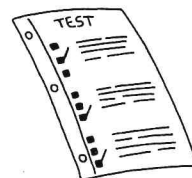
9. test



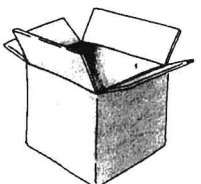
4. step



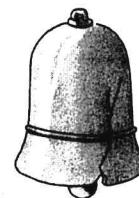
10. bus



5. camp



11. bell



6. box



12. six



**Parents:** Your child has been taught that a **syllable** is a word part containing its own vowel sound; the name, shape, and sound of the letter **x**; that a vowel is short when it is followed by a consonant; that this rule is expressed using the symbols **vc**; and that **twin consonants** (two adjacent consonants that are just alike) make only one sound.



Name \_\_\_\_\_

**Spelling Sound Sheet 4**  
(for use with Lesson 6)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 11. _____ | 21. _____ |
| 2. _____  | 12. _____ | 22. _____ |
| 3. _____  | 13. _____ | 23. _____ |
| 4. _____  | 14. _____ | 24. _____ |
| 5. _____  | 15. _____ | 25. _____ |
| 6. _____  | 16. _____ | 26. _____ |
| 7. _____  | 17. _____ | 27. _____ |
| 8. _____  | 18. _____ | 28. _____ |
| 9. _____  | 19. _____ | 29. _____ |
| 10. _____ | 20. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Name \_\_\_\_\_

**Worksheet 6**  
(for use with Lesson 6)  
**Phonics 2**

Teacher's Initials \_\_\_\_\_

1. wet



8. rug

2. SO

9. fell



3. fin

10. we

4. get



11. jug

5. me

12. cat



6. hi

13. be

7. pit



14. log

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 6**

(for use with Lesson 6)

**Phonics 2**

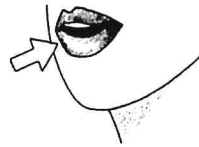
1. he



8. fan

2. top

9. set



3. bit

10. lip

4. tag



11. ant

5. no



12. hug

6. can

13. go

7. I



14. fog

**Parents:** Your child has been taught that a vowel is long when accented and not followed by a consonant; and that this rule is expressed using the symbols  $\bar{v}$  →.



Name \_\_\_\_\_

**Spelling Sound Sheet 5**  
(for use with Lesson 7)  
**Phonics 2**

1. \_\_\_\_\_

11. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

29. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Name \_\_\_\_\_

**Worksheet 7**  
(for use with Lesson 7)  
**Phonics 2**

Teacher's Initials \_\_\_\_\_

1. let



8. rust

2. smell

9. slim

3. flip



10. west

4. frost

11. spin

5. crust

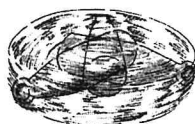


12. splat

6. flap

13. rest

7. best



14. swim

Name \_\_\_\_\_

**Homework 7**  
(for use with Lesson 7)  
**Phonics 2**

Parent's Initials \_\_\_\_\_

1. snip

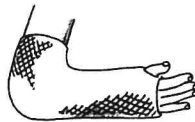


8. plump

2. cast

9. peg

3. flop



10. trim

4. past

11. stop

5. lisp



12. grub

6. flag

13. strict

7. blot



14. grab

**Parents:** Your child has been taught that one syllable in every word generally carries an **accent**; and that a **blend** is two consonants that slide together so smoothly that you can hardly hear each sound.

Name \_\_\_\_\_

**Spelling Sound Sheet 6**  
*(for use with Lesson 8)*  
**Phonics 2**

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

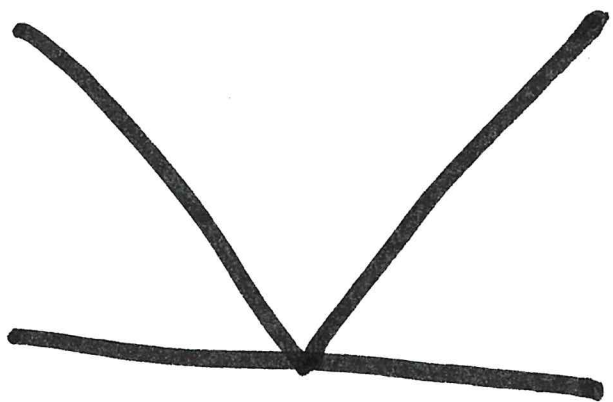
10. \_\_\_\_\_

20. \_\_\_\_\_

## Words

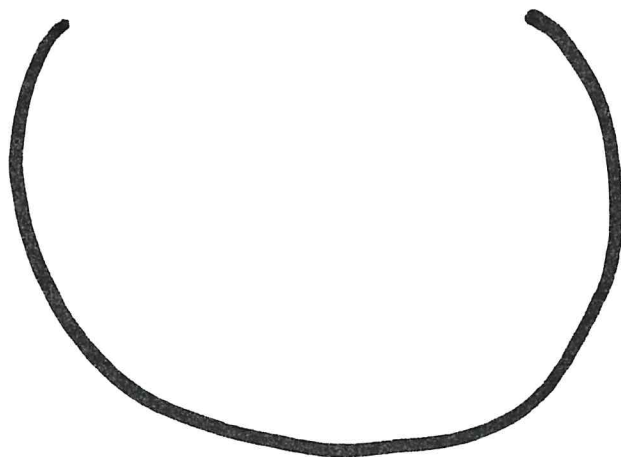
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Name \_\_\_\_\_



— before —, —)

or —.



— before —, —)

—, and any

\_\_\_\_\_.





Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 8**  
(for use with Lesson 8)  
**Phonics 2**

**Spelling with c and k**

When spelling the /k/ sound:

*k* is usually found before *e*, *i*, and *y*; and

*c* is usually found before *a*, *o*, *u*, and any consonant.

1. \_\_\_ab

2. \_\_\_it

3. \_\_\_ot

4. \_\_\_up

5. \_\_\_eg

6. \_\_\_lip

7. \_\_\_an

8. s\_\_\_an

9. s\_\_\_ip

10. \_\_\_iss

11. \_\_\_rimp

12. s\_\_\_rap

13. fa\_\_\_t

14. \_\_\_log

Name \_\_\_\_\_

**Homework 8**  
(for use with Lesson 8)  
**Phonics 2**

Parent's Initials \_\_\_\_\_

**Spelling with c and k**

When spelling the /k/ sound:

*k* is usually found before *e*, *i*, and *y*; and

*c* is usually found before *a*, *o*, *u*, and any consonant.

1. \_\_\_at

7. \_\_\_ap

2. \_\_\_ilt

8. s\_\_\_at

3. \_\_\_ob

9. s\_\_\_in

4. \_\_\_ut

10. \_\_\_iln

5. \_\_\_ept

11. \_\_\_rop

6. \_\_\_rib

12. s\_\_\_ab

**Parents:** Your child has been taught that when spelling, "**k**" is found before *e*, *i*, and *y*, and "**c**" is found before *a*, *o*, *u*, and any consonant; and words that do not follow the spelling rules are called **irregular spelling words**.

Name \_\_\_\_\_

**Spelling Sound Sheet 7**  
*(for use with Lesson 9)*  
**Phonics 2**

1. \_\_\_\_\_

11. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

29. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

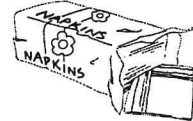
Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 9**  
*(for use with Lesson 9)*  
**Phonics 2**

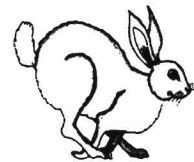
1. **plastic**

2. **sudden**



3. **rabbit**

4. **napkin**



5. **contact**

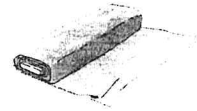
Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 9**  
(for use with Lesson 9)  
**Phonics 2**

1. contest

2. puppet



3. suffix

4. fabric



5. frantic

**Parents:** Your child has been taught the **syllable division pattern "vccv"**; that dividing words into syllables makes coding easier; and that the best place to divide and accent a word following the "vccv" pattern is between the consonants and on the first syllable.

Name \_\_\_\_\_

**Spelling Sound Sheet 8**  
(for use with Lesson 11)  
**Phonics 2**

1. \_\_\_\_\_

11. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

29. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

30. \_\_\_\_\_

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 11**  
*(for use with Lesson 11)*  
**Phonics 2**

1. **block**

2. **track**



3. **click**



4. **we**

5. **bonnet**



6. **rack**

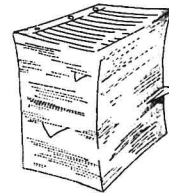
Name \_\_\_\_\_

**Homework 11**  
(for use with Lesson 11)  
**Phonics 2**

Parent's Initials \_\_\_\_\_

1. truck

2. stick



3. stack



4. bobbin

5. me



6. flock

**Parents:** Your child has been taught that a **digraph** is two letters that come together to make one sound; that digraphs are coded by underlining; that **digraph ck** is also coded by crossing out the silent *c* (~~ck~~); and that a one-syllable word that ends with a /k/ sound after a short vowel is usually spelled with "**ck.**"

Name \_\_\_\_\_

**Spelling Sound Sheet 9**  
(for use with Lesson 12)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 12. _____ | 23. _____ |
| 2. _____  | 13. _____ | 24. _____ |
| 3. _____  | 14. _____ | 25. _____ |
| 4. _____  | 15. _____ | 26. _____ |
| 5. _____  | 16. _____ | 27. _____ |
| 6. _____  | 17. _____ | 28. _____ |
| 7. _____  | 18. _____ | 29. _____ |
| 8. _____  | 19. _____ | 30. _____ |
| 9. _____  | 20. _____ | 31. _____ |
| 10. _____ | 21. _____ |           |
| 11. _____ | 22. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 12**  
(for use with Lesson 12)  
**Phonics 2**

1. **thick**

2. **with**



3. **path**

4. **rock**

5. **the**



6. **mascot**

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 12**

(for use with Lesson 12)

**Phonics 2**

1. cloth

2. pack



3. than

4. he



5. poplin

6. that

**Parents:** Your child has been taught how to write his or her **initials**; the two sounds of **digraph th** (voiced, as in *feather*, and unvoiced, as in *thimble*); and that voiced letters are coded with voice lines (th).

Name \_\_\_\_\_

**Spelling Sound Sheet 10**  
(for use with Lesson 13)  
**Phonics 2**

ă	b	p	f
ck	j	ï	s
l	ě	th	g
ö	d	n	ů

## Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## New Learning

1. \_\_\_\_\_



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 13**  
(for use with Lesson 13)  
**Phonics 2**

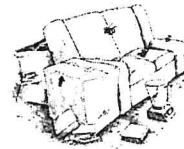
1. **cash**

2. **flesh**



3. **shock**

4. **shin**



5. **she**

6. **rubbish**



7. The pig had a black hat. The hat had a pin in it. The pin can stick.

The pig had a \_\_\_\_\_ hat.

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

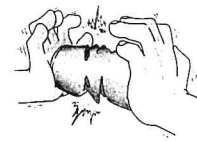
1. **crush**

2. **flash**



3. **shack**

4. **be**



5. **cactus**

6. **dash**



7. **Shut the lid on the trash. The trash will smell bad.**

**Shut the trash \_\_\_\_\_.**

**Parents:** Your child has been taught **digraph sh**; and that *medial* means anything between *initial* and *final*.

Name \_\_\_\_\_

**Spelling Sound Sheet 11**  
(for use with Lesson 14)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 12. _____ | 23. _____ |
| 2. _____  | 13. _____ | 24. _____ |
| 3. _____  | 14. _____ | 25. _____ |
| 4. _____  | 15. _____ | 26. _____ |
| 5. _____  | 16. _____ | 27. _____ |
| 6. _____  | 17. _____ | 28. _____ |
| 7. _____  | 18. _____ | 29. _____ |
| 8. _____  | 19. _____ | 30. _____ |
| 9. _____  | 20. _____ | 31. _____ |
| 10. _____ | 21. _____ | 32. _____ |
| 11. _____ | 22. _____ | 33. _____ |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 14**  
(for use with Lesson 14)  
**Phonics 2**

1. chat

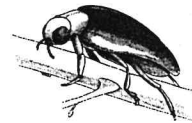
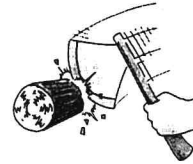
2. chop

3. check

4. munch

5. SO

6. insect



7. Pat's trash fell off the truck.

The trash fell off the \_\_\_\_\_.

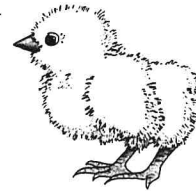
Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 14**  
(for use with Lesson 14)  
**Phonics 2**

1. **such**

2. **branch**



3. **chess**



4. **chick**

5. **kitten**



6. **inch**

7. The red glass fell off the desk. The glass had a chip in it.

The red glass had a \_\_\_\_\_.

**Parents:** Your child has been taught **digraph ch**; that the most common sound digraph *ch* makes is /ch/, as in *cheese*; that **apostrophe s** shows ownership; that a **phrase** is a group of words that does not express a complete thought; that the word *the* is usually pronounced /thŭ/, which is the **schwa** (ə) sound; and that when vowels make schwa sounds, they are coded with upside-down e's (ê).

Name \_\_\_\_\_

**Spelling Sound Sheet 12**  
(for use with Lesson 16)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 12. _____ | 23. _____ |
| 2. _____  | 13. _____ | 24. _____ |
| 3. _____  | 14. _____ | 25. _____ |
| 4. _____  | 15. _____ | 26. _____ |
| 5. _____  | 16. _____ | 27. _____ |
| 6. _____  | 17. _____ | 28. _____ |
| 7. _____  | 18. _____ | 29. _____ |
| 8. _____  | 19. _____ | 30. _____ |
| 9. _____  | 20. _____ | 31. _____ |
| 10. _____ | 21. _____ | 32. _____ |
| 11. _____ | 22. _____ | 33. _____ |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 16**  
(for use with Lesson 16)  
**Phonics 2**

1. **Chris**

2. **chaps**

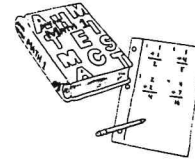


3. **pinch**



4. **math**

5. **we**



6. **muffin**

7. **Flick the black bug off the glass. It will get in the milk.**

The \_\_\_\_\_ will get in the milk.

Name \_\_\_\_\_

**Homework 16**

(for use with Lesson 16)

**Phonics 2**

Parent's Initials \_\_\_\_\_

1. **shrunk**

2. **lunch**

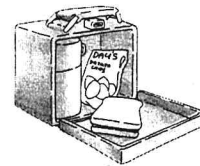


3. **froth**

4. **chill**



5. **picnic**



6. **chef**

7. **Chris had milk, chips, and a hotdog at lunch.**

**Chris had \_\_\_\_\_, chips, and a hotdog at lunch.**

**Parents:** Your child has been taught two more sounds of **digraph ch**: /k/, as in *chord*, and /sh/, as in *chef*; that when the letter *c* acts like an *s*, it is coded with a **cedilla** (ç); and when to use a **comma**.

Name \_\_\_\_\_

**Spelling Sound Sheet 13**  
*(for use with Lesson 17)*  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 13. _____ | 25. _____ |
| 2. _____  | 14. _____ | 26. _____ |
| 3. _____  | 15. _____ | 27. _____ |
| 4. _____  | 16. _____ | 28. _____ |
| 5. _____  | 17. _____ | 29. _____ |
| 6. _____  | 18. _____ | 30. _____ |
| 7. _____  | 19. _____ | 31. _____ |
| 8. _____  | 20. _____ | 32. _____ |
| 9. _____  | 21. _____ | 33. _____ |
| 10. _____ | 22. _____ | 34. _____ |
| 11. _____ | 23. _____ |           |
| 12. _____ | 24. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 17**  
(for use with Lesson 17)  
**Phonics 2**

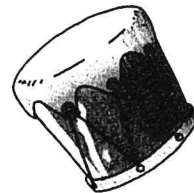
1. **his**

2. **prompt**



3. **hidden**

4. **buck**



5. **hi**

6. **drum**

7. The pond has bugs in it. A sand bass is in the pond with the bugs. The sand bass swam past a bug, but he did not get it.

A sand bass must be a \_\_\_\_\_.

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 17**

(for use with Lesson 17)

**Phonics 2**

1. **stamp**

2. **disk**



3. **happen**

4. **sock**



5. **has**

6. **me**



7. We stock the camp with milk and eggs. The chef can fix muffins with them.

Eggs and milk go in \_\_\_\_\_.

**Parents:** Your child has been taught the **voiced sound** of the letter *s*, as in *rose*. (Compare to the unvoiced sound, as in *sock*.)

Name \_\_\_\_\_

**Spelling Sound Sheet 14**

(for use with Lesson 18)

**Phonics 2**

ck	n	ch	th
ö	th	s	r
ă	t	v	sh
w	x	y	ï

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## New Learning

1. \_\_\_\_\_



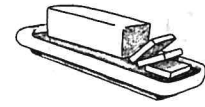
Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 18**  
(for use with Lesson 18)  
**Phonics 2**

1. perch

2. verb



3. be

4. butter

5. thunder



6. clerk

7. Jon has a splinter in his hand. The splinter is thin and black. It cut his skin.

The splinter cut Jon's \_\_\_\_\_.

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

## Homework 18

(for use with Lesson 18)

### Phonics 2

1. fern

2. herd



3. go



4. winter



5. silver

6. her

7. Don fell and hit his leg on a hot log. He got a blister on his leg.

Don's leg has a \_\_\_\_\_.

**Parents:** Your child has been taught **combination er**, which makes an /er/ sound; that a **combination** is two letters that come together and make an unexpected sound; and that combinations are coded with arcs.

Name \_\_\_\_\_

**Spelling Sound Sheet 15**  
*(for use with Lesson 19)*  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 13. _____ | 25. _____ |
| 2. _____  | 14. _____ | 26. _____ |
| 3. _____  | 15. _____ | 27. _____ |
| 4. _____  | 16. _____ | 28. _____ |
| 5. _____  | 17. _____ | 29. _____ |
| 6. _____  | 18. _____ | 30. _____ |
| 7. _____  | 19. _____ | 31. _____ |
| 8. _____  | 20. _____ | 32. _____ |
| 9. _____  | 21. _____ | 33. _____ |
| 10. _____ | 22. _____ | 34. _____ |
| 11. _____ | 23. _____ |           |
| 12. _____ | 24. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 19**  
(for use with Lesson 19)  
**Phonics 2**

1. **skirt**

2. **third**



3. **swirl**

4. **blunder**



5. **SO**



6. **clutter**

7. The shed has a bad drip, so Kim will get a ladder and fix the drip.

The shed has a \_\_\_\_\_.

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

## Homework 19

(for use with Lesson 19)

### Phonics 2

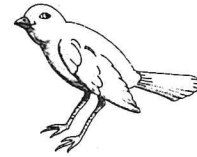
1. bird

2. girl



3. first

4. slumber



5. master



6. birth

7. Jan has a tan shirt and a red-and-black shirt. She thinks the red-and-black shirt will go with her black pants the best.

Jan's shirt is red and \_\_\_\_\_.

**Parents:** Your child has been taught **combination *ir***, which makes an /er/ sound; that words containing combination *ir* are irregular for spelling; and that when the letter *r* follows a vowel, the *r* is called a **bossy *r*** because it changes the sound of the vowel.

Name \_\_\_\_\_

**Spelling Sound Sheet 16**  
*(for use with Lesson 21)*  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 13. _____ | 25. _____ |
| 2. _____  | 14. _____ | 26. _____ |
| 3. _____  | 15. _____ | 27. _____ |
| 4. _____  | 16. _____ | 28. _____ |
| 5. _____  | 17. _____ | 29. _____ |
| 6. _____  | 18. _____ | 30. _____ |
| 7. _____  | 19. _____ | 31. _____ |
| 8. _____  | 20. _____ | 32. _____ |
| 9. _____  | 21. _____ | 33. _____ |
| 10. _____ | 22. _____ | 34. _____ |
| 11. _____ | 23. _____ |           |
| 12. _____ | 24. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 21**  
(for use with Lesson 21)  
**Phonics 2**

1. fur

2. burp



3. church

4. rubbish



5. she



6. winner

7. Sal has a cat, Nat. Nat has fur that is thick. If we curl the fur on Nat, she will win the contest.

Nat has thick \_\_\_\_\_.

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

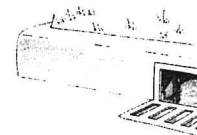
## Homework 21

(for use with Lesson 21)

### Phonics 2

1. burn

2. curb



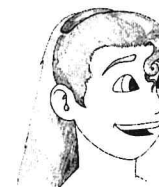
3. turn

4. shelter



5. turnip

6. curl



7. The traffic is in a jam, so we will turn left after the first hill. Then we can go faster.

We will turn \_\_\_\_\_.

**Parents:** Your child has been taught **combination ur**, which makes an /er/ sound; and that words containing combination *ur* are irregular for spelling.

Name \_\_\_\_\_

**Spelling Sound Sheet 17**  
(for use with Lesson 22)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 13. _____ | 25. _____ |
| 2. _____  | 14. _____ | 26. _____ |
| 3. _____  | 15. _____ | 27. _____ |
| 4. _____  | 16. _____ | 28. _____ |
| 5. _____  | 17. _____ | 29. _____ |
| 6. _____  | 18. _____ | 30. _____ |
| 7. _____  | 19. _____ | 31. _____ |
| 8. _____  | 20. _____ | 32. _____ |
| 9. _____  | 21. _____ | 33. _____ |
| 10. _____ | 22. _____ | 34. _____ |
| 11. _____ | 23. _____ | 35. _____ |
| 12. _____ | 24. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 22**  
(for use with Lesson 22)  
**Phonics 2**

1. quill

2. quack

3. quest



4. offer

5. no



6. butler

7. A branch fell in the wind. The pup ran and hid under the ladder. He is hurt and will not trust us. Let's get the pup and help him.

The pup is under the \_\_\_\_\_.

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

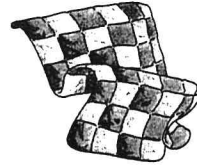
## Homework 22

(for use with Lesson 22)

### Phonics 2

1. quiz

2. quick

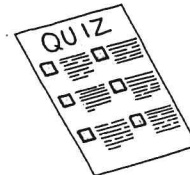


3. quilt

4. scatter



5. he



6. squid

7. Mom and Dad jog with Ben and Jan. Jan's dog ran after Mom's cat. The cat hit the lamp, and it fell. Quick, pick up the mess so Mom and Dad will not be mad!

The cat hit the \_\_\_\_\_.

**Parents:** Your child has been taught **combination qu**, which makes a /kw/ sound; when to use an **exclamation point**; that the word *a* is usually pronounced with a schwa sound, as in *ă*; and that a **contraction** is formed when two words are combined/shortened and an apostrophe takes the place of missing letters.

Name \_\_\_\_\_

**Spelling Sound Sheet 18**  
(for use with Lesson 23)  
**Phonics 2**

l	ă	ŭ	th
t	sh	b	z
ö	ch	ě	r
ur	ï	n	qu

## Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## New Learning

1. \_\_\_\_\_



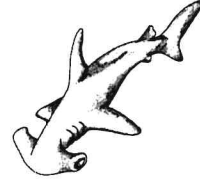
Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

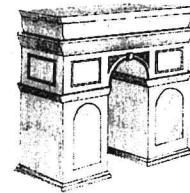
**Worksheet 23**  
(for use with Lesson 23)  
**Phonics 2**

1. arc

2. bark



3. shark



4. garden



5. chirp

6. turf

7. The farm has a duck and a pig that will let me pet them. The duck quacks and jumps if I pet him. The pig sits still and lets me hug and rub her back.

The pig will let me \_\_\_\_\_ her.

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 23**  
(for use with Lesson 23)  
**Phonics 2**

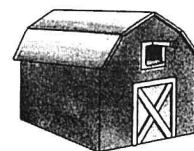
1. **barn**

2. **start**



3. **sharp**

4. **garlic**



5. **thirst**

6. **spark**



7. The red car under the shelter has tar on it. We must get the tar off the fender. Then the fender will be red, not black.

The tar is on the car under the \_\_\_\_\_.

**Parents:** Your child has been taught **combination ar**, which makes an /ar/ sound (as in *arm*) when it is in an accented syllable.

Name \_\_\_\_\_

**Spelling Sound Sheet 19**  
(for use with Lesson 24)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 13. _____ | 25. _____ |
| 2. _____  | 14. _____ | 26. _____ |
| 3. _____  | 15. _____ | 27. _____ |
| 4. _____  | 16. _____ | 28. _____ |
| 5. _____  | 17. _____ | 29. _____ |
| 6. _____  | 18. _____ | 30. _____ |
| 7. _____  | 19. _____ | 31. _____ |
| 8. _____  | 20. _____ | 32. _____ |
| 9. _____  | 21. _____ | 33. _____ |
| 10. _____ | 22. _____ | 34. _____ |
| 11. _____ | 23. _____ | 35. _____ |
| 12. _____ | 24. _____ | 36. _____ |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

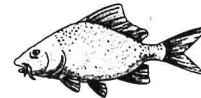
Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 24**  
(for use with Lesson 24)  
**Phonics 2**

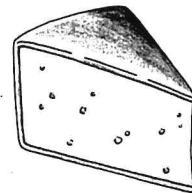
1. **carp**

2. **collar**



3. **cheddar**

4. **sir**



5. **perfect**

6. **she**



7. Barb can run fast. She can run far. Barb will enter a contest.  
She will win if she runs fast. The winner will win a dollar.

The winner will run \_\_\_\_\_.

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

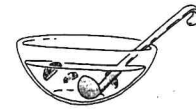
## Homework 24

(for use with Lesson 24)

### Phonics 2

1. curd

2. card



3. punch

4. dollar



5. we

6. girl



7. The collar on Tom's black shirt has a big red star. The star has six tips on it. It is Tom's best shirt.

A big red star is on Tom's \_\_\_\_\_.

**Parents:** Your child has been taught the second sound of **combination ar**, which makes an /er/ sound (as in *dollar*) when it is in an unaccented syllable.

Name \_\_\_\_\_

**Spelling Sound Sheet 20**  
*(for use with Lesson 26)*  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 14. _____ | 27. _____ |
| 2. _____  | 15. _____ | 28. _____ |
| 3. _____  | 16. _____ | 29. _____ |
| 4. _____  | 17. _____ | 30. _____ |
| 5. _____  | 18. _____ | 31. _____ |
| 6. _____  | 19. _____ | 32. _____ |
| 7. _____  | 20. _____ | 33. _____ |
| 8. _____  | 21. _____ | 34. _____ |
| 9. _____  | 22. _____ | 35. _____ |
| 10. _____ | 23. _____ | 36. _____ |
| 11. _____ | 24. _____ | 37. _____ |
| 12. _____ | 25. _____ |           |
| 13. _____ | 26. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 26**  
(for use with Lesson 26)  
**Phonics 2**

1. **born**

2. **sort**



3. **cart**



4. **hornet**

5. **blurt**



6. **thorn**

7. The farmer must get gas for her car. She will turn left at the corner and go north. Then she will stop at the first gas pump and fill up her car with gas.

The car will turn at the \_\_\_\_\_.

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 26**  
(for use with Lesson 26)  
**Phonics 2**

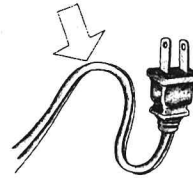
1. cord

2. storm



3. corner

4. scarf



5. twirl

6. horn



7. The short man hid under the shelter after the storm hit. The storm had thunder and swift winds. After the storm quit, the man left the shelter.

The man hid under the \_\_\_\_\_.

**Parents:** Your child has been taught **combination or**, which makes an /or/ sound (as in *fork*) when it is in an accented syllable.

Name \_\_\_\_\_

**Spelling Sound Sheet 21**  
*(for use with Lesson 27)*  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 14. _____ | 27. _____ |
| 2. _____  | 15. _____ | 28. _____ |
| 3. _____  | 16. _____ | 29. _____ |
| 4. _____  | 17. _____ | 30. _____ |
| 5. _____  | 18. _____ | 31. _____ |
| 6. _____  | 19. _____ | 32. _____ |
| 7. _____  | 20. _____ | 33. _____ |
| 8. _____  | 21. _____ | 34. _____ |
| 9. _____  | 22. _____ | 35. _____ |
| 10. _____ | 23. _____ | 36. _____ |
| 11. _____ | 24. _____ | 37. _____ |
| 12. _____ | 25. _____ |           |
| 13. _____ | 26. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

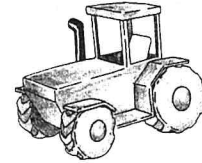
Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 27**  
(for use with Lesson 27)  
**Phonics 2**

1. **worth**

2. **CORN**



3. **tractor**

4. **mark**

5. **quit**



6. **flu**

7. The bird went after the worm and slid in the mud. The worm hid on a branch in a dark spot. The bird had no dinner.

The \_\_\_\_\_ slid in the mud.

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 27**  
(for use with Lesson 27)  
**Phonics 2**

1. doctor

2. world

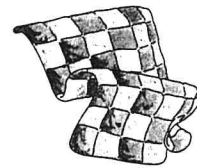


3. fort

4. arm



5. quilt



6. no

7. The girl will get a shot so she will not get sick this winter.  
She will get the shot at the doctor's.

The girl will get a \_\_\_\_\_.

**Parents:** Your child has been taught the second sound of **combination or**, which makes an /er/ sound (as in *doctor*) when it is in an unaccented syllable; and that the letter **w** is often called a **bossy w** when it appears by certain letters because it changes the sounds those letters normally make (e.g., *work*).

Name \_\_\_\_\_

**Spelling Sound Sheet 22**  
(for use with Lesson 28)  
**Phonics 2**

or	ö	ck	qu
sh	ů	ar	ă
ï	r	ě	t
ir	p	ch	m

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## New Learning

1. \_\_\_\_\_



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 28**  
(for use with Lesson 28)  
**Phonics 2**

1. **whiff**

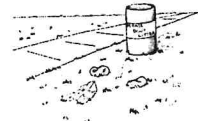
2. **whiz**



3. **blur**

4. **litter**

5. **starch**



6. **worm**

7. Jan has six dogs. Zipper has black fur and the best bark. Zipper's bark is soft, not harsh. Max has a sharp, shrill bark. Max and Zipper bark a lot.

Which dog has the best bark? \_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 28**  
(for use with Lesson 28)  
**Phonics 2**

1. **whip**

2. **whisk**



3. **jerk**

4. **dark**



5. **twin**

6. **supper**



7. The girl hit her arm on the desk. The desk cut her arm, and her arm hurt. Miss Fox let the girl rest on the bed in the corner.

The girl hit her \_\_\_\_\_.

**Parents:** Your child has been taught **combination wh.**

Name \_\_\_\_\_

**Spelling Sound Sheet 23**  
(for use with Lesson 29)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 14. _____ | 27. _____ |
| 2. _____  | 15. _____ | 28. _____ |
| 3. _____  | 16. _____ | 29. _____ |
| 4. _____  | 17. _____ | 30. _____ |
| 5. _____  | 18. _____ | 31. _____ |
| 6. _____  | 19. _____ | 32. _____ |
| 7. _____  | 20. _____ | 33. _____ |
| 8. _____  | 21. _____ | 34. _____ |
| 9. _____  | 22. _____ | 35. _____ |
| 10. _____ | 23. _____ | 36. _____ |
| 11. _____ | 24. _____ | 37. _____ |
| 12. _____ | 25. _____ | 38. _____ |
| 13. _____ | 26. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 29**  
(for use with Lesson 29)  
**Phonics 2**

1. **cart**

2. **fork**



3. **squirm**

4. **berth**



5. **urn**



6. **whim**

7. Dad and I went on a trip. We slept on the upper berth on a ship. We had fun!

The berth on a ship is a \_\_\_\_\_.

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 29**  
(for use with Lesson 29)  
**Phonics 2**

1. **whirl**

2. **hurt**

3. **stern**



4. **car**

5. **squirt**



6. **north**

7. Oscar, the dog, runs after cats. Bert, the cat, gets stuck in the corner. Let's squirt Oscar when he runs after the cat. Bert will be glad that Oscar gets wet and stops.

We will squirt the \_\_\_\_\_.

**Parents:** Your child has reviewed the seven combinations: *ar, er, ir, or, qu, ur, wh.*

Name \_\_\_\_\_

**Spelling Sound Sheet 24**  
*(for use with Lesson 31)*  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 14. _____ | 27. _____ |
| 2. _____  | 15. _____ | 28. _____ |
| 3. _____  | 16. _____ | 29. _____ |
| 4. _____  | 17. _____ | 30. _____ |
| 5. _____  | 18. _____ | 31. _____ |
| 6. _____  | 19. _____ | 32. _____ |
| 7. _____  | 20. _____ | 33. _____ |
| 8. _____  | 21. _____ | 34. _____ |
| 9. _____  | 22. _____ | 35. _____ |
| 10. _____ | 23. _____ | 36. _____ |
| 11. _____ | 24. _____ | 37. _____ |
| 12. _____ | 25. _____ | 38. _____ |
| 13. _____ | 26. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

**Worksheet 31**  
*(for use with Lesson 31)*  
**Phonics 2**

Teacher's Initials \_\_\_\_\_

1. Tim and Jon were at the park when the storm hit.

When were Tim and Jon at the park?

---

2. Jan hurt her left arm when she cut it on the corner of the bar.

Which arm did Jan hurt?

---

3. When it is dark, Fred will help his dad fix dinner at church.

Where will Fred go when it is dark?

---

4. When the brush gets dirt on it, we will toss it in the box for Dad.

When will we toss the brush in the box?

---

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 31**  
(for use with Lesson 31)  
**Phonics 2**

1. Mom says that Jim's dog will get the stick if we toss it.

What will Jim's dog get?

---

2. Mom's brush works better than Dad's brush.

Which brush works better?

---

3. A rabbit was in the yard with the dog. Quick, let's trap the rabbit so it will not get hurt! We can let it go at the farm.

Where will we let the rabbit go?

---

4. Prop the raft on the dirt and we will get back as fast as we can.

When will we get back?

---

**Parents:** Your child has been taught that a **sentence** always begins with a capital letter and ends with some sort of punctuation; and that a **sight word** is a word that does not follow spelling rules and so must be memorized. (Please note that the following ten sight words were introduced: are, from, of, said, says, want, was, were, what, where. If your child has difficulty reading these words, make flash cards and review them daily. Ten new sight words will be introduced approximately every two weeks.)

Name \_\_\_\_\_

**Spelling Sound Sheet 25**  
*(for use with Lesson 32)*  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 14. _____ | 27. _____ |
| 2. _____  | 15. _____ | 28. _____ |
| 3. _____  | 16. _____ | 29. _____ |
| 4. _____  | 17. _____ | 30. _____ |
| 5. _____  | 18. _____ | 31. _____ |
| 6. _____  | 19. _____ | 32. _____ |
| 7. _____  | 20. _____ | 33. _____ |
| 8. _____  | 21. _____ | 34. _____ |
| 9. _____  | 22. _____ | 35. _____ |
| 10. _____ | 23. _____ | 36. _____ |
| 11. _____ | 24. _____ | 37. _____ |
| 12. _____ | 25. _____ | 38. _____ |
| 13. _____ | 26. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

**Worksheet 32**

(for use with Lesson 32)

**Phonics 2**

Teacher's Initials \_\_\_\_\_

1. Matt will wind the clock at ten and set it for six o'clock.

When will Matt wind the clock?

---

2. If I find Mark, I will tell him that he was a big help at the contest.

Where was Mark a big help?

---

3. The wild colt bit Jim when he fed the dogs first.

What bit Jim?

---

4. The child must mind her dad or he will not let her dog run in the park.

What will run in the park?

---

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 32**

(for use with Lesson 32)

**Phonics 2**

1. Sal will get a black fish for her sister.

What will Sal get for her sister?

---

2. Fred had a mild cold and his mom kept him in bed.

Where was Fred?

---

3. Val said she was from the First Baptist Church.

Where was Val from?

---

4. If I find gold, I will be rich.

What will I be if I find gold?

---

**Parents:** Your child has been taught that when the letters *i* or *o* are followed by two consonants, the vowels often make a long sound; that these words are called "**Wild Colt**" words, which is a mnemonic for this pattern; and that when encountering words that follow this pattern, the short sound should be tried first. **Alphabetizing** has also been introduced.

Name \_\_\_\_\_

**Spelling Sound Sheet 26**  
(for use with Lesson 33)  
**Phonics 2**

<b>says</b>	<b>want</b>	<b>qu</b>	<b>are</b>
<b>ar</b>	<b>from</b>	<b>what</b>	<b>or</b>
<b>was</b>	<b>wh</b>	<b>where</b>	<b>of</b>
<b>were</b>	<b>said</b>	<b>er</b>	<b>ch</b>

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

**Worksheet 33**

(for use with Lesson 33)

**Phonics 2**

Teacher's Initials \_\_\_\_\_

1. charms

2. mashing

3. hatless

4. blurted

5. slippers

6. moths

7. Sal's mom and dad will go shopping and get gifts for her.  
Sal is glad her mom and dad are so kind.

What will Sal's mom and dad get for her? \_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 33**

(for use with Lesson 33)

**Phonics 2**

1. pigs

2. harmless

3. shifted

4. ending

5. handed

6. slanted

7. Last summer we had a tan cat. She had six kittens. Tramp, the dog, had fun with the kittens. He ran after them, and the kittens hid.

What ran after the kittens? \_\_\_\_\_

**Parents:** Your child has been taught how to make a word plural by adding **suffix -s**; that a **root word** is what remains when a suffix is removed; **suffixes -ed, -ing, and -less** and their meanings; that suffixes are coded by boxing them; and that in a two-syllable word, the root word usually carries the accent, not the suffix.

A **syllable** is a word or part of a word that has \_\_\_\_\_ vowel sound.

**ff**

**ll**

**ss**

---

---

---

---

---

---

---

---

---

Read:

**if**  
**bus**  
**gas**

**guess**  
**laugh**  
**cough**

**rough**  
**tough**

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Spell:

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

Code:

Mom said, “Stuff the wedding  
dress in the attic chest.”

13. \_\_\_\_\_

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 34**  
*(for use with Lesson 34)*  
**Phonics 2**

★ \_\_\_\_\_

★ \_\_\_\_\_

★ \_\_\_\_\_

1. After the milk spilled on the carpet, the carpet was a big mess.

What spilled on the carpet?

\_\_\_\_\_

2. The kitten sniffed the fish smell on the dish.

Where was the fish smell?

\_\_\_\_\_

3. Jo was hurt at her job and has a stiff neck.

Where did Jo hurt her neck?

\_\_\_\_\_

4. Cass can get lunch for Miss Smith if she gets a pass from me.

What will Cass get from me?

\_\_\_\_\_

Name \_\_\_\_\_

**Homework 34**

(for use with Lesson 34)

**Phonics 2**

Parent's Initials \_\_\_\_\_

1. The grass on the hill is thick and filled with chiggers.

Where are the chiggers?

---

2. Dan's boss will fuss if dinner is not at six o'clock.

When will Dan's boss want dinner?

---

3. Miss Graff told the class, "Spell the words *brass*, *smell*, *gruff*, and *shrill*."

Did the class spell the word *fluff*?

---

4. Russ will get the bill for the bells.

What will Russ get?

---

**Parents:** Your child has been taught the **Floss Rule:** in a one-syllable root word with a short vowel sound, the letters *f*, *l*, and *s* are usually doubled at the end of the word; and when to use **quotation marks**.

Name \_\_\_\_\_

**Spelling Sound Sheet 27**  
(for use with Lesson 36)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ |           |
| 14. _____ | 29. _____ |           |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 36**  
(for use with Lesson 36)  
**Phonics 2**

1. **theme**

2. **home**

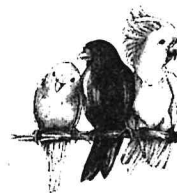


3. **ape**



4. **cute**

5. **birds**



6. **better**

7. Shad and Bess are a cat and a dog. Shad will ride in the car. Bess will not. Shad has more fun than Bess!

Where will Bess not ride? \_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

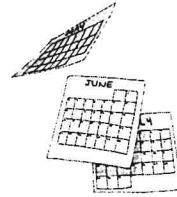
**Homework 36**  
(for use with Lesson 36)  
**Phonics 2**

1. **make**

2. **shine**

3. **joke**

4. **these**



5. **June**

6. **shape**

7. Dad likes cake for dinner. He has a cake mix but wants a helper. Cam and Scott will help. Let Dad bake the cake and then Cam and Scott can frost it.

What will Dad bake for dinner? \_\_\_\_\_

**Parents:** Your child has been taught that a vowel is long when followed by a consonant and a **silent e**; and that silent e's are coded by crossing them out (e̅).

Name \_\_\_\_\_

**Spelling Sound Sheet 28**  
*(for use with Lesson 37)*  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ |           |
| 12. _____ | 27. _____ |           |
| 13. _____ | 28. _____ |           |
| 14. _____ | 29. _____ |           |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

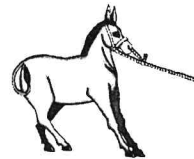
Teacher's Initials \_\_\_\_\_

**Worksheet 37**

(for use with Lesson 37)

**Phonics 2**

1. **foot**



2. **mule**

3. **wire**

4. **girl**



5. **shoot**

6. **booth**



7. Dad said, "Check the roof! The drips are getting the carpet wet. Meg, take a good look at the roof and tell me if it has a hole in it."

Meg is looking for what? \_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 37**  
(for use with Lesson 37)  
**Phonics 2**

1. **hook**

2. **proof**

3. **shook**



4. **chose**

5. **trade**



6. **throne**

7. The cake on the stove is not as hot as the wood in the fire. The fire is burning the log. The cake gets hot after being on the stove.

Is the cake as hot as the wood? \_\_\_\_\_

**Parents:** Your child has been taught the two sounds of **digraph oo**, the sound in *hook* and the sound in *tooth*.

Name \_\_\_\_\_

**Spelling Sound Sheet 29**  
(for use with Lesson 38)  
**Phonics 2**

ll	$\bar{i}-\emptyset$	f	$\bar{a}-\emptyset$
ed	oo	ss	s
ff	ing	$\bar{u}-\emptyset$	l
$\bar{o}-\emptyset$	wh	less	ee

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## New Learning

1. \_\_\_\_\_

## Sentence

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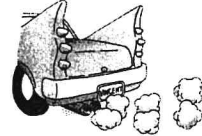
Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 38**  
(for use with Lesson 38)  
**Phonics 2**

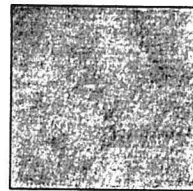
1. seeping

2. square



3. three

4. fume



5. shook

6. chatter



7. If pork is not cooked well, it can make us sick. When the pork is white, it will be safe for us.

What happens if pork is not cooked well?

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 38**

(for use with Lesson 38)

**Phonics 2**

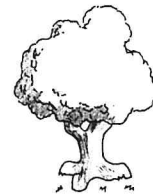
1. **book**

2. **sleeping**



3. **sweep**

4. **tree**



5. **stone**



6. **grass**

7. This morning the first grade class had a shock. A tree in the school yard was on fire. It was not safe, so the kids went home.

Where was the tree? \_\_\_\_\_

**Parents:** Your child has been taught **digraph ee**, which is coded as follows: ēē.

Name \_\_\_\_\_

**Spelling Sound Sheet 30**  
*(for use with Lesson 39)*  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ |           |
| 13. _____ | 28. _____ |           |
| 14. _____ | 29. _____ |           |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 39**  
(for use with Lesson 39)  
**Phonics 2**

**Spelling with *ck* and *k***

When spelling the final /k/ sound:

*ck* is found after a short vowel, and

*k* is found after a consonant or a vowel digraph.

1. **boo**\_\_\_\_\_

7. **shoo**\_\_\_\_\_

2. **cli**\_\_\_\_\_

8. **chee**\_\_\_\_\_

3. **bla**\_\_\_\_\_

9. **thin**\_\_\_\_\_

4. **wee**\_\_\_\_\_

10. **par**\_\_\_\_\_

5. **mil**\_\_\_\_\_

11. **hoo**\_\_\_\_\_

6. **qui**\_\_\_\_\_

12. **sun**\_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 39**  
(for use with Lesson 39)  
**Phonics 2**

**Spelling with *ck* and *k***

When spelling the final /k/ sound:

*ck* is found after a short vowel, and

*k* is found after a consonant or a vowel digraph.

1. see \_\_\_\_\_

2. sil \_\_\_\_\_

3. quă \_\_\_\_\_

4. COO \_\_\_\_\_

5. slă \_\_\_\_\_

6. thi \_\_\_\_\_

7. chi \_\_\_\_\_

8. hön \_\_\_\_\_

9. trün \_\_\_\_\_

10. snă \_\_\_\_\_

11. shar \_\_\_\_\_

12. băn \_\_\_\_\_

**Parents:** Your child has been taught that the final /k/ sound in a one-syllable word is spelled with the letters "**ck**" after a short vowel and the letter "**k**" after a consonant or a vowel digraph.

Name \_\_\_\_\_

**Spelling Sound Sheet 31**  
*(for use with Lesson 41)*  
**Phonics 2**

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**Sentence**

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 41**  
(for use with Lesson 41)  
**Phonics 2**

1. Mom said, "Jim, come in at one o'clock."

When will Jim come in?

---

2. The butter didn't melt when I put it on the shelf.

What didn't melt?

---

3. Jon and Matt were at the park with Kim.

Who was with Kim?

---

4. Jan will score in soccer if she gets a good kick.

What will Jan do if she gets a good kick?

---

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 41**  
(for use with Lesson 41)  
**Phonics 2**

1. Bart will get some gum off his slipper.

What is on Bart's slipper?

---

2. Don't forget to come in for dinner at six.

When is dinner?

---

3. The film will not work if it sits in the sun.

What will hurt the film?

---

4. Miss Smith said, "Do not run in the room."

Who said not to run?

**Parents:** Your child has been taught ten new sight words: come, didn't, do, does, don't, one, put, some, to, who. If your child has difficulty reading these words, make flash cards and review them daily.

Name \_\_\_\_\_

**Spelling Sound Sheet 32**  
*(for use with Lesson 42)*  
**Phonics 2**

1. \_\_\_\_\_

16. \_\_\_\_\_

31. \_\_\_\_\_

2. \_\_\_\_\_

17. \_\_\_\_\_

32. \_\_\_\_\_

3. \_\_\_\_\_

18. \_\_\_\_\_

33. \_\_\_\_\_

4. \_\_\_\_\_

19. \_\_\_\_\_

34. \_\_\_\_\_

5. \_\_\_\_\_

20. \_\_\_\_\_

35. \_\_\_\_\_

6. \_\_\_\_\_

21. \_\_\_\_\_

36. \_\_\_\_\_

7. \_\_\_\_\_

22. \_\_\_\_\_

37. \_\_\_\_\_

8. \_\_\_\_\_

23. \_\_\_\_\_

38. \_\_\_\_\_

9. \_\_\_\_\_

24. \_\_\_\_\_

39. \_\_\_\_\_

10. \_\_\_\_\_

25. \_\_\_\_\_

40. \_\_\_\_\_

11. \_\_\_\_\_

26. \_\_\_\_\_

41. \_\_\_\_\_

12. \_\_\_\_\_

27. \_\_\_\_\_

13. \_\_\_\_\_

28. \_\_\_\_\_

14. \_\_\_\_\_

29. \_\_\_\_\_

15. \_\_\_\_\_

30. \_\_\_\_\_

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 42**  
(for use with Lesson 42)  
**Phonics 2**

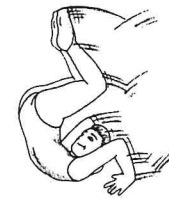
1. **tumble**

2. **cable**



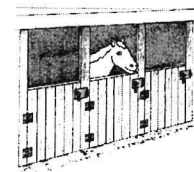
3. **feet**

4. **crook**



5. **feeble**

6. **stable**



7. Len wanted to sell his black mare and her colt. Some men came to look at the colt. Len went to the stable to get the horses. Len will not sell unless the mare is sold with the colt.

Where did Len go? \_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 42**

(for use with Lesson 42)

**Phonics 2**

1. table

2. stumble



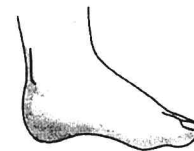
3. creep

4. foot



5. plate

6. mumble



7. After school, Rex and Jan dropped some books on the stool on the porch. Mom said, "Put the books on the table in the den."

What needs to be put on the table? \_\_\_\_\_

**Parents:** Your child has been taught that a **final, stable syllable** is a nonphonetic syllable that occurs in the final position frequently enough to be considered stable; **final, stable syllable -ble**, which is coded as follows: [blɛ]; that the syllable before the final, stable syllable is usually accented; and that final, stable syllables contain a schwa vowel sound (e.g., bəl).

Name \_\_\_\_\_

**Spelling Sound Sheet 33**

(for use with Lesson 43)

**Phonics 2**

<b>come</b>	<b>ss</b>	<b>ck</b>	<b>to</b>
<b>who</b>	<b>some</b>	<b>ble</b>	<b>didn't</b>
<b>k</b>	<b>one</b>	<b>c</b>	<b>don't</b>
<b>does</b>	<b>ff</b>	<b>ll</b>	<b>do</b>

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## New Learning

1. \_\_\_\_\_

2. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 43**

(for use with Lesson 43)

**Phonics 2**

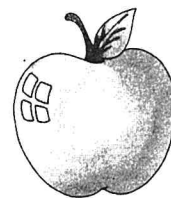
1. **needle**

2. **ladle**



3. **keep**

4. **tube**



5. **smooth**

6. **apple**



7. Apple cake tastes best if it is made with fresh apples. The cake smells good as it cooks.

When does apple cake taste best?

\_\_\_\_\_

Name \_\_\_\_\_

**Homework 43**

(for use with Lesson 43)

**Phonics 2**

Parent's Initials \_\_\_\_\_

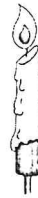
1. **staple**

2. **candle**



3. **three**

4. **troop**



5. **flute**

6. **purple**



7. The wax from the green candle was dripping on the table. Mom grabbed a rag and spilled her coffee. The table was a big mess!

What was dripping on the table? \_\_\_\_\_

**Parents:** Your child has been taught **final, stable syllables -dle and -ple.**

Name \_\_\_\_\_

**Spelling Sound Sheet 34**  
*(for use with Lesson 44)*  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ | 43. _____ |
| 14. _____ | 29. _____ | 44. _____ |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 44**  
(for use with Lesson 44)  
**Phonics 2**

Corn on the cob comes from a grass plant. It is picked from a big green plant. The plant stem is hard, like bamboo. The kernel is the seed that is planted to make more corn. There is dent corn, flint corn, sweet corn, popcorn, and wax corn. Most kids like popcorn best!



1. What kind of plant does corn come from?

\_\_\_\_\_

2. What is the plant stem like?

\_\_\_\_\_

3. What part of the corn is the seed?

\_\_\_\_\_

4. What kind of corn do most kids like best?

\_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

## Homework 44

(for use with Lesson 44)

### Phonics 2

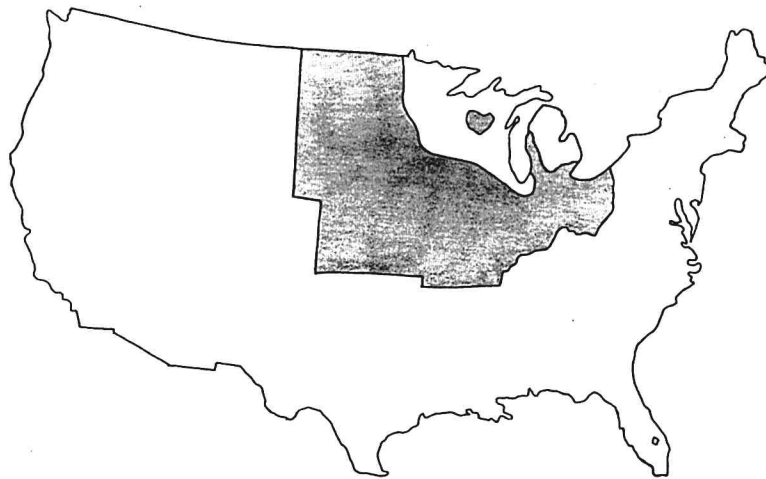
Corn is a crop planted in lots of states in the U.S. Most of the corn crops are planted in the Corn Belt. The Corn Belt is in the middle of the U.S. Some of the corn is needed for feeding cattle. In the U.S., more than half (häf) of the corn crops are fed to cattle.

1. Where is most of the corn planted in the U.S.?

---

2. More than half of the corn in the U.S. is fed to what?

---



**Parents:** Your child has been taught **final, stable syllables -cle, -fle, -gle, -kle, -sle, -tle, and -zle**; that a **paragraph** is a group of sentences dealing with one main thought; and that an **abbreviation** is a shortened form of a word or a phrase.

Name \_\_\_\_\_ Saxon 46: spelling with ke & ve

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

### Spelling Challenge:

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

19. \_\_\_\_\_

14. \_\_\_\_\_

20. \_\_\_\_\_

15. \_\_\_\_\_

21. \_\_\_\_\_

16. \_\_\_\_\_

22. \_\_\_\_\_

17. \_\_\_\_\_

23. \_\_\_\_\_

18. \_\_\_\_\_

24. \_\_\_\_\_



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

★ \_\_\_\_\_

★ \_\_\_\_\_

**Spelling with *ck*, *k*, and *ke***

When spelling the final /k/ sound:

*ck* is found after a short vowel,

*k* is found after a consonant or a vowel digraph, and

*ke* is found after a long vowel.

**Spelling with *v* and *ve***

Spell the final /v/ sound with *ve*.

Spell the /v/ sound in any other position with *v*.

1. **w**in\_\_\_\_\_

2. **ma**r\_\_\_\_\_

3. **d**e\_\_\_\_\_

4. **t**a\_\_\_\_\_

5. **sn**a\_\_\_\_\_

6. **br**i\_\_\_\_\_

7. **sh**a\_\_\_\_\_

8. **cl**er\_\_\_\_\_

9. \_\_\_\_\_**e**t

10. **ca**\_\_\_\_\_

11. **sa**\_\_\_\_\_

12. \_\_\_\_\_**e**st

13. \_\_\_\_\_**er**v

14. \_\_\_\_\_**a**t

15. **in**\_\_\_\_\_**e**st

16. **di**\_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

## Homework 46

(for use with Lesson 46)

### Phonics 2

#### Spelling with *ck*, *k*, and *ke*

When spelling the final /k/ sound:

*ck* is found after a short vowel,

*k* is found after a consonant or a vowel digraph, and

*ke* is found after a long vowel.

#### Spelling with *v* and *ve*

Spell the final /v/ sound with *ve*.

Spell the /v/ sound in any other position with *v*.

1. smō \_\_\_\_\_

2. thĭn \_\_\_\_\_

3. stă \_\_\_\_\_

4. for \_\_\_\_\_

5. rĭs \_\_\_\_\_

6. snā \_\_\_\_\_

7. tŭs \_\_\_\_\_

8. dŏ \_\_\_\_\_

9. rā \_\_\_\_\_

10. sha \_\_\_\_\_

11. \_\_\_\_\_ine

12. ser \_\_\_\_\_

13. in \_\_\_\_\_ert

14. wo \_\_\_\_\_

15. \_\_\_\_\_ise

16. ga \_\_\_\_\_

17. hi \_\_\_\_\_

18. star \_\_\_\_\_

**Parents:** Your child has been taught that the /k/ sound at the end of a word is spelled with the letters "ke" after a long vowel sound; and that the /v/ sound at the end of a word is spelled with the letters "ve."

Name \_\_\_\_\_

**Spelling Sound Sheet 35**

*(for use with Lesson 47)*

**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ |           |
| 14. _____ | 29. _____ |           |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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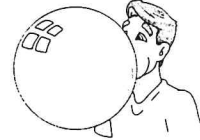
Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 47**  
(for use with Lesson 47)  
**Phonics 2**

1. seeds

2. cork



3. shy

4. bubble



5. offer

6. rifle



7. We will fly to Denver in a plane this winter. It will be after six o'clock, so the sky will be dark. The trip will be lots of fun!

Where will we fly? \_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

## Homework 47

(for use with Lesson 47)

### Phonics 2

1. **sprint**

2. **fly**

3. **weep**

4. **stubble**

5. **orbit**

6. **maple**



7. Mom gave Dave a red and green kite. Dave wanted to fly the kite after lunch, but the wind was not strong. Dave will try to fly the kite when the wind is stronger.

When will Dave try to fly the kite?

---

**Parents:** Your child has been taught that the letter *y* often acts like a vowel in the medial or final position; and that when the **vowel y** makes an /ī/ sound, as in *shy*, it is coded as follows: *ȳ*.

Name \_\_\_\_\_

**Spelling Sound Sheet 36**  
(for use with Lesson 48)  
**Phonics 2**

ă	cle	ē	ck
ble	l	y	ee
f	ke	ff	dle
k	ā-ø	fle	ll

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## New Learning

1. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 48**  
(for use with Lesson 48)  
**Phonics 2**

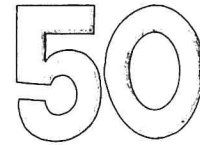
1. **fifty**

2. **free**

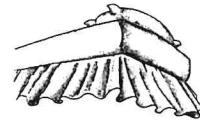


3. **dry**

4. **ruffle**



5. **flimsy**



6. **cane**

7. My uncle gave me a puppy from a pet store. We will get to see it after school. When the puppy gets here, we need to feed it first and then let it sleep.

What will we do first? \_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

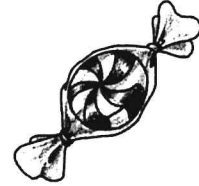
**Homework 48**

(for use with Lesson 48)

**Phonics 2**

1. candy

2. my



3. deep

4. snuffle



5. guppy

6. flame



7. I like fish. I have (hăv) three little tanks with five fish and a big tank with twenty fish. The guppy in my little fish tank is sick.

A guppy must be a \_\_\_\_\_.

8. My dad likes sweets. Mom gets candy at the store. She puts the candy in a dish. The red candy in the dish is for Dad.

Dad likes \_\_\_\_\_.

**Parents:** Your child has been taught the /ē/ sound of **vowel y**, as in *candy*, and that when the y makes this sound, it is coded as follows: *y*.

Name \_\_\_\_\_

**Spelling Sound Sheet 37**  
(for use with Lesson 49)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ |           |
| 13. _____ | 28. _____ |           |
| 14. _____ | 29. _____ |           |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 49**  
(for use with Lesson 49)  
**Phonics 2**

A churn is a pot that makes butter from milk. When farmers first took milk to the market to sell, the milk splashed in the pots and made big clumps. We named the clumps "butter." The first churns were made of glass. Churns have (hăv) paddles inside that shake, or "churn," the milk to make butter.



1. Butter is made from what?

\_\_\_\_\_

2. What were the first churns made of?

\_\_\_\_\_

3. What do we do to milk in churns to make butter?

\_\_\_\_\_

4. What is inside a churn?

\_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 49**

(for use with Lesson 49)

**Phonics 2**

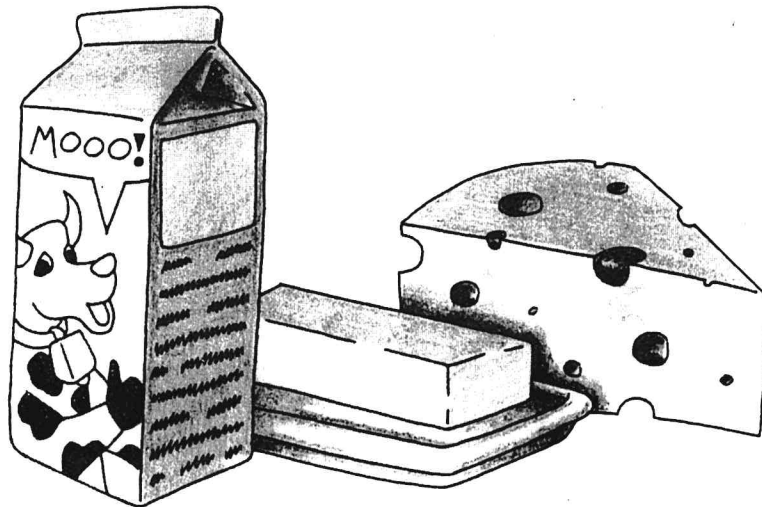
Butter is made from the fatty part of milk. Fresh butter is 85% fat. Too much fat is not good for us. It can clog the blood vessels and hurt us.

1. What do we make from the fatty part of milk?

\_\_\_\_\_

2. Is too much fat good for us?

\_\_\_\_\_



**Parents:** Your child has practiced spelling the /ē/ sound.

Name \_\_\_\_\_

**Spelling Sound Sheet 38**  
(for use with Lesson 51)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ |           |
| 14. _____ | 29. _____ |           |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 51**  
(for use with Lesson 51)  
**Phonics 2**

1. **sixty**

2. **sleep**



3. **why**

4. **tattle**



5. **wing**

60

6. **bridle**

7. I feed the birds for Miss Fry when she is on trips. The black birds sing after I feed them.

When do the black birds sing? \_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 51**  
(for use with Lesson 51)  
**Phonics 2**

1. **hung**

2. **belly**



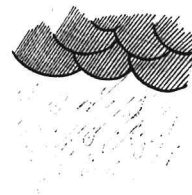
3. **cry**

4. **ladle**



5. **song**

6. **sleet**



7. We will sing a song at school after the speech if the speech is not too long. The speech is short, so we get to sing the song.

The speech is \_\_\_\_\_.

8. We will sweep the dirt from the room, but we need a broom. Ring the bell so Tom will help us find one.

What do we ring? \_\_\_\_\_

**Parents:** Your child has been taught **digraph ng**, which is coded as follows: ng.

## Words with ng

ng makes a say ā and i say ē

anger  
mango  
hanger  
banged  
angry  
hanger  
fling  
sting  
spring  
finger  
wring  
wingless  
kingdom  
stronger  
language  
young  
among  
length

## Words with nk

nk makes a say ā and i say ē

blank  
thank  
drank  
prank  
cranky  
banker  
blanket  
link  
pinky  
stink  
drink  
think  
blinked  
clinking  
shrinks  
tinker  
trinket  
stinkbug  
sprinkler



Name \_\_\_\_\_

**Spelling Sound Sheet 39**  
(for use with Lesson 52)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ |           |
| 14. _____ | 29. _____ |           |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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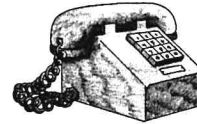
Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 52**  
(for use with Lesson 52)  
**Phonics 2**

1. **phone**

2. **bring**



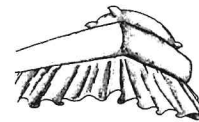
3. **sky**

4. **ruffle**



5. **bugle**

6. **silly**



7. I hope Dad has his phone. I told him to take it to work. If the phone rings, pick it up when it rings the third time.

When do we pick up the phone?

---

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 52**  
(for use with Lesson 52)  
**Phonics 2**

1. graph

2. long

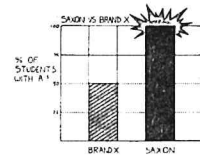


3. sly



4. maple

5. filly



6. juggle

7. The white mare in the stable is for sale. The sorrel filly is for sale, too. The mare is three and will be sold in the spring. The filly will be sold next summer at the horse sale.

a. A filly is a \_\_\_\_\_.

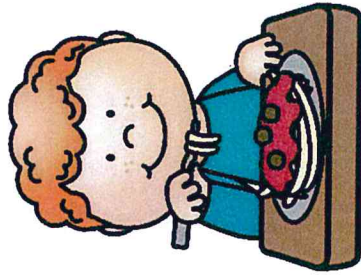
b. When will the filly be sold? \_\_\_\_\_

**Parents:** Your child has been taught **digraph ph**, which is coded as follows: ph.



The Three Sounds of ea  
The vowel digraph ea can  
make 3 different sounds:

ēā



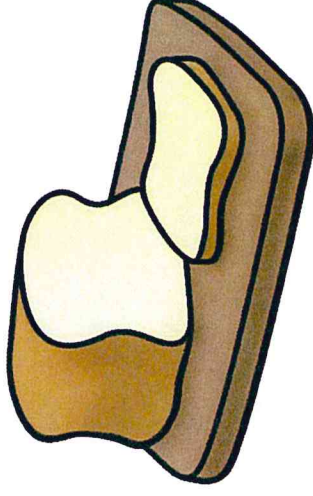
I like to **eat**

ēā



**steak**

ēā



and **bread**.

## Digraph ea has 3 sounds

Write the words in the list below under the correct ea sound on the chart.

spread	pear
bear	dream
head	wear
clean	wealth
sneak	bread
each	teach
steak	break
heavy	tea
health	sweat
leaf	feast
great	greatest
read (homograph... works under 2 columns!)	
read (again)	
yea (nowadays we spell it yay)	



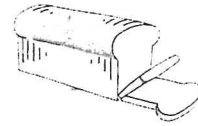


Name \_\_\_\_\_

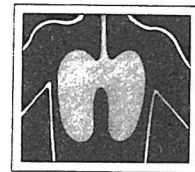
Teacher's Initials \_\_\_\_\_

1. **squeal**

2. **phase**



3. **bread**



4. **yea**

5. **lungs**



6. **bundle**

7. Read the book at ten o'clock; then tell us if it was good.

What time do we read the book? \_\_\_\_\_

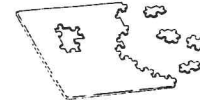
Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 53**  
(for use with Lesson 53)  
**Phonics 2**

1. tea

2. head



3. break

4. puzzle



5. sling



6. quilt

7. The puzzle of the cat and dog is simple. The sea puzzle is hard.

a. The cat-and-dog puzzle is \_\_\_\_\_.

b. Which puzzle is hard? \_\_\_\_\_

**Parents:** Your child has been taught **digraph ea** and its three sounds: (1) the sound in *leaf*, which is coded ēā; (2) the sound in *bread*, which is coded ĕă; and (3) the sound in *break*, which is coded ēā; and when to use a **semicolon**.

The math teacher gave a sheet with greater than and less than items.

The black bear was tearing some bark near the long pond.

May I eat pears, bread and jelly for breakfast this morning?

The crow's black feathers had blown in the meadow.

The weather report calls for weak thunder and lightning storms.

I started to sweat when I saw the deadly snake slither in the high grass!

In the meantime, we hung the streamers for the surprise party.

Dear Marty, Please send the leather goods to the correct address. Thank you.





Name \_\_\_\_\_

**Spelling Sound Sheet 40**  
*(for use with Lesson 54)*  
**Phonics 2**

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**Sentence**

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

A phrase can be used to mean lots of things. The phrase "cold feet" can mean that a person has fear. Viv wants to dive off the side of the pool, but she has "cold feet." That is, Viv fears she will get hurt.

1. If it is said that Viv has "cold feet," what could it mean?

\_\_\_\_\_

2. Why does Viv have (hǎv) cold feet?

\_\_\_\_\_

3. Are Viv's feet cold?

\_\_\_\_\_

4. Do most kids get cold feet when diving off the sides of pools?

\_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 54**

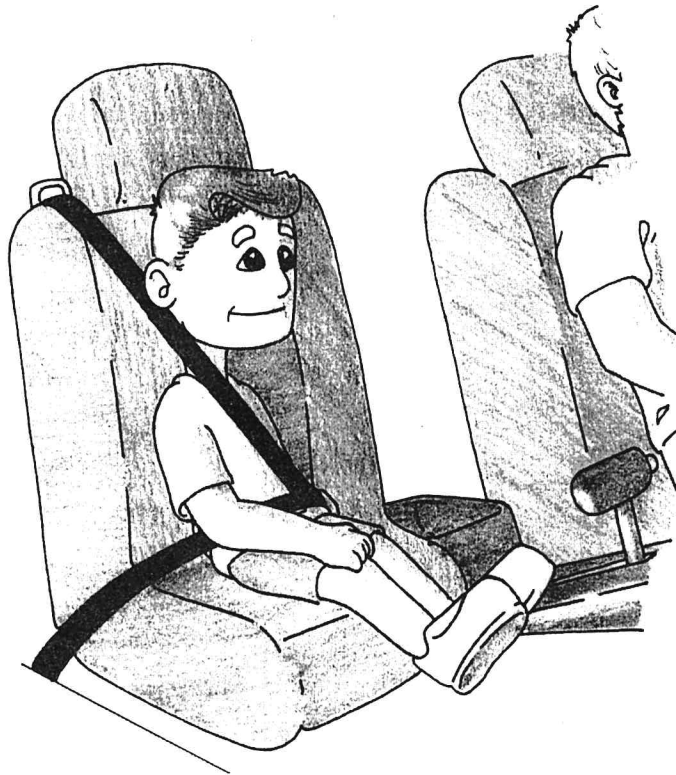
(for use with Lesson 54)

**Phonics 2**

The phrase "better safe than sorry" means that it is better to be safe than to risk getting hurt. A person who gets hurt will wish he or she had been safe and not sorry.

If Tom goes to the store at four o'clock, it will not be dark and he should be safe. If he goes to the store at ten o'clock, it will be dark and he could get hurt.

1. How would Tom feel if he got hurt when he went to the store in the dark? \_\_\_\_\_
2. What is a safe thing to do in the car? \_\_\_\_\_



**Parents:** Your child has been taught ten new sight words: been, could, four, goes, other, should, their, there, they, would. If your child has difficulty reading these words, make flash cards and review them daily.

Name \_\_\_\_\_

2nd Grade: Saxon 54, Sight Words

O L D L D T H E I R T S X P J  
P O N L F Y M B V V O H U E O  
V G U D E R L R D M D T E C Q  
N O O H L G F E E F O U R R P  
W M T E K U G T Z H Q J W P E  
G I Y X S Y O O O G N E U O B  
P S L J Y G M H T V V G A H S  
F X Z F G G P N S A D Q L B Q  
J R E M O C M H X B V J U G Y  
X P T Q M C W Z S O D C F F N  
N F G X D N I F Y T L S H W E  
R K V L X V R Y N H U V E H E  
D J A F Q B T U P E O D P O B  
E C D K U M N Y J R C L U B D

been \_\_\_\_\_

should \_\_\_\_\_

come \_\_\_\_\_

some \_\_\_\_\_

could \_\_\_\_\_

their \_\_\_\_\_

does \_\_\_\_\_

there \_\_\_\_\_

four \_\_\_\_\_

they \_\_\_\_\_

goes \_\_\_\_\_

who \_\_\_\_\_

other \_\_\_\_\_

would \_\_\_\_\_

put \_\_\_\_\_



Name \_\_\_\_\_

**Spelling Sound Sheet 41**  
*(for use with Lesson 56)*  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ |           |
| 14. _____ | 29. _____ |           |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

---

---

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# Ghost Letters

## gn

gnat

gnaw

gnome

gnu

sign

## kn

knack

knock

knead

knee

knew

know

knife

knit

knob

knot

knuckle

## wr

wrap

wreath

wreck

wrinkle

wrist

write

wrong

# More Ghost Letters

## mb

climb

crumb

comb

numb

thumb

limb

bomb

lamb

plumber

dumb

## mn

column

autumn

hymn

solemn

condemn

## bt

debt

doubt

subtle

Name \_\_\_\_\_

**Worksheet 56**

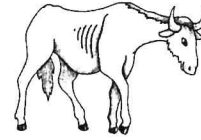
(for use with Lesson 56)

**Phonics 2**

Teacher's Initials \_\_\_\_\_

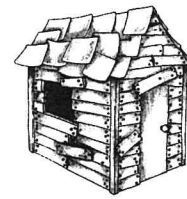
1. **wrong**

2. **gnu**

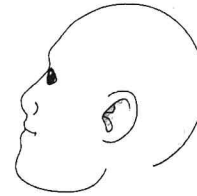


3. **knead**

4. **shack**



5. **head**



6. **handle**

7. I had to take a test last week. It was a hard test. I had to do a lot of thinking on number five and number six. When I got my test back, number six was wrong but number five was correct.

a. Which problem was wrong? \_\_\_\_\_

b. What does the word "correct" mean? \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 56**  
(for use with Lesson 56)  
**Phonics 2**

1. wreck

2. knit



3. gnash

4. spread



5. stork

6. wreath



7. Mom and I are going to the store. We will look first to see what we need. Mom tells me to write the words “apples” and “coffee” on her list. I want to write “candy,” but I should ask Mom.

a. Where were the words written? \_\_\_\_\_

b. Where can Mom get apples and coffee? \_\_\_\_\_

**Parents:** Your child has been taught **ghost letter digraphs** *gn*, *kn*, and *wr*; that **ghost letters** are silent letters; that ghost letter digraphs are underlined and the ghost letter is crossed out (e.g., gn); and that words containing ghost letters can be difficult to spell.

Name \_\_\_\_\_

**Spelling Sound Sheet 42**  
*(for use with Lesson 57)*  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ | 43. _____ |
| 14. _____ | 29. _____ |           |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

---

---

---

## Diphthong ou says OW!

our	house	ounce
out	noun	bounce
foul	mount	pounce
pout	amount	sour
spout	hound	scour
sprout	mound	hour
about	pound	doubt
joust	round	route*
lousy	sound	
mouse	ground	

## Digraph ou says Ooooooh!

you	tour
your	group
youth	bayou
soup	route*





Name \_\_\_\_\_

**Worksheet 57**

(for use with Lesson 57)

**Phonics 2**

Teacher's Initials \_\_\_\_\_

1. south

2. you



3. meal

4. beetle



5. dinner

6. knot



7. A suffix is an ending like *-s*, *-ing*, *-ed*, or *-less* that is added to a root word. The meaning of a word with a suffix is not the same as the meaning of the word without a suffix.

Name some suffixes. \_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 57**  
(for use with Lesson 57)  
**Phonics 2**

1. **sour**

2. **group**



3. **knee**

4. **fiddle**



5. **batter**

6. **green bean**



7. Kim's Uncle Jeff has a little house on the shore near the lake. Kim likes to hunt for rocks on the shore and swim in the lake with her uncle. Kim is happy that she gets to go to her uncle's house next week.

a. Where is Kim going? \_\_\_\_\_

b. When is Kim going to her uncle's house? \_\_\_\_\_

**Parents:** Your child has been taught that **diphthongs** are two vowel sounds that come together so fast that they are considered to be one syllable; that diphthongs are coded with arcs; and that the letters **ou** can act as either diphthongs or digraphs, depending on the sound they make—that is, in the word *mouse*, they act as a diphthong (ou), and in the word *soup*, they act as a digraph (ou).

Diphthong **OU** or Digraph **OU**?

our

your

ou  
v v

ow!

soup

round

mouse

group

ou  
v v

oooh!

about



Name \_\_\_\_\_

**Spelling Sound Sheet 43**  
(for use with Lesson 58)  
**Phonics 2**

<b>other</b>	<b>would</b>	<b>y</b>	<b>been</b>
<b>could</b>	<b>from</b>	<b>ou</b>	<b>goes</b>
<b>ng</b>	<b>their</b>	<b>ea</b>	<b>gn</b>
<b>should</b>	<b>wr</b>	<b>kn</b>	<b>they</b>

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## New Learning

1. \_\_\_\_\_

2. \_\_\_\_\_

## Sentence

---

---

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## Diphthong ow says OW!

cow	crowd	fowl
how	towel	howl
cowboy	down	growl
crown	downtown	scowl
brown	flower	gown
frown	power	vowel
town	shower	powder
clown	owl	bow*

## Digraph ow says O!

row	below	owner
grow	sow	throw
mow	snow	know
low	show	scarecrow
flow	slow	rainbow
blow	tow	bow*
glow	own	





Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 58**  
(for use with Lesson 58)  
**Phonics 2**

1. **throw**

2. **WOW**



3. **paddle**

4. **speak**



5. **flame**

6. **by**



7. When you add suffix **-s** to a word, it can mean "more than one." When you see a suffix, code it with a box. Then a root word should still be left.

a. How do you code a suffix? \_\_\_\_\_

b. What should be left after you box the suffix?

\_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 58**  
(for use with Lesson 58)  
**Phonics 2**

1. **mow**

2. **brown**

3. **riddle**

4. **steal**

5. **tame**

6. **sly**



7. Here is a riddle for you. I am thinking of a number. It has a sneaky *e* in its name. It is less than nine but more than one.

a. What could the number be? \_\_\_\_\_

b. Write the number that is one more than five.

\_\_\_\_\_

**Parents:** Your child has been taught that the letters **ow** can act as either diphthongs or digraphs, depending on the sound they make—that is, in the word *cow*, they act as a diphthong (ow), and in the word *low*, they act as a digraph (ow).

# ow Word Search



t	h	r	o	w	y	b	o	w	a
o	u	o	v	n	d	e	p	z	s
w	f	w	q	x	j	l	o	w	c
b	l	a	z	k	n	o	w	u	a
e	o	p	s	h	o	w	a	y	r
l	w	u	l	v	g	l	o	w	e
o	s	n	o	w	r	z	x	v	c
w	t	y	w	d	o	u	p	a	r
m	o	w	z	v	w	j	y	x	o
a	w	u	r	a	i	n	b	o	w

below

snow

show

grow

bow

row

slow

throw

mow

know

stow

rainbow

scarecrow

tow

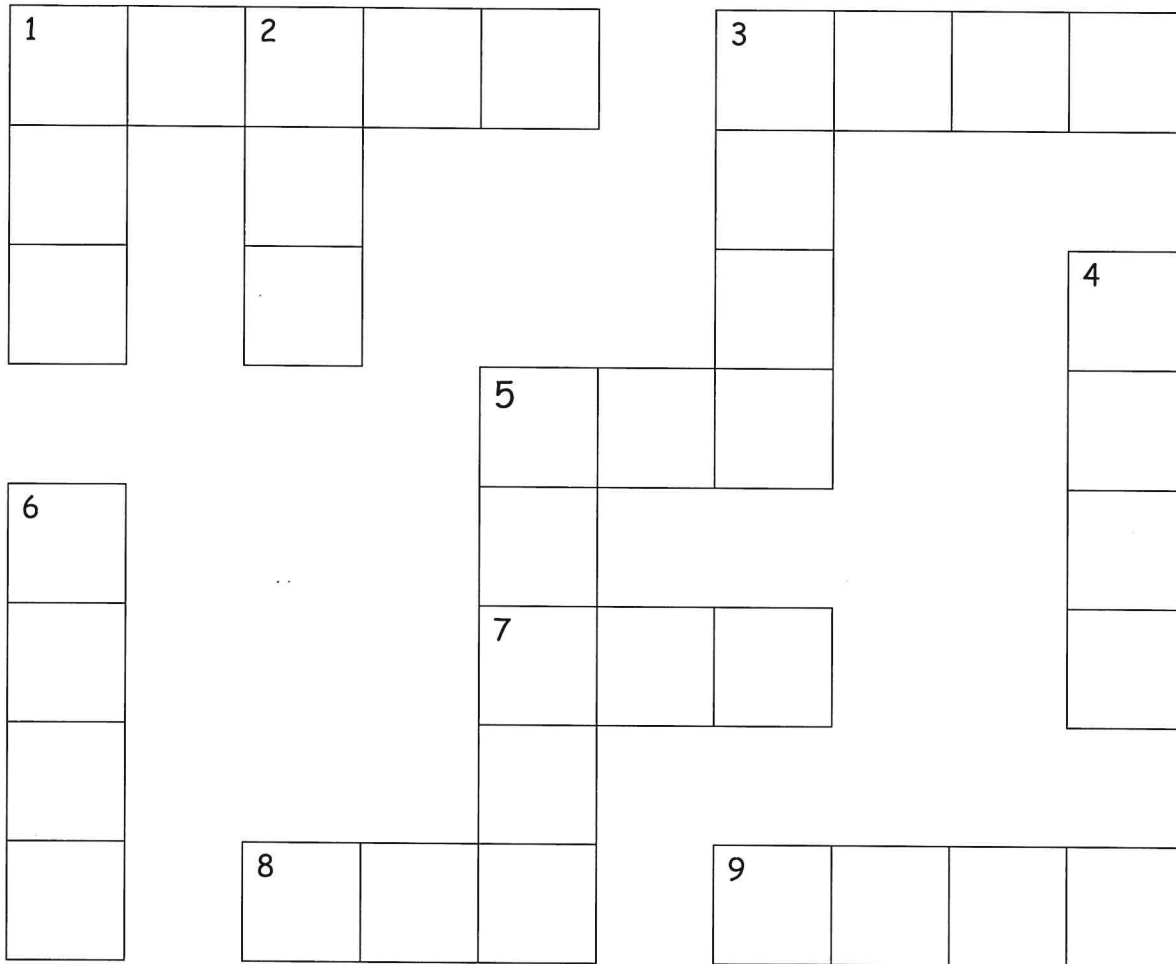
low

below

flow

glow

# ow Crossword Puzzle



## Across

1. opposite of above
3. opposite of fast
5. to pull or drag behind
7. to use oars to move a boat
8. to cut the grass
9. a large, black bird

## Down

1. package decoration
2. opposite of high
3. soft, white crystals of ice
4. to become bigger
5. to toss or pitch
6. to understand

## Word Bank

slow	tow	know	low	bow	throw
crow	below	row	grow	mow	snow

Name \_\_\_\_\_

Saxon 59: suffixes -er, -est, -y

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Sentence:

The wind is blowing the weeds to the east  
by those cows.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 59**  
(for use with Lesson 59)  
**Phonics 2**

1. longer

2. preacher

3. cloudy

4. longest

5. clown

6. needles



7. Chad has a French horn lesson at five o'clock. He likes to go to his lessons and play (plā) his French horn. His teacher gave him work to do at home in math and reading. Chad must do his math and reading so he will be free to take his French horn lesson.

a. What did the teacher give Chad? \_\_\_\_\_

b. What subjects will Chad do at home? \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 59**

(for use with Lesson 59)

**Phonics 2**

1. farmer

2. puppy

3. weed



4. tables

5. round



6. neatest

7. We have (hăv) a little puppy. It sleeps a long time. When it is not sleeping, it likes to bite our feet and bark at us. If we are loud, we will wake the puppy and upset Mom.

a. What will wake the puppy? \_\_\_\_\_

b. How will Mom feel if we wake the puppy? \_\_\_\_\_

\_\_\_\_\_

**Parents:** Your child has been taught **suffixes -er, -est, and -y** and their meanings.



Name \_\_\_\_\_

**Spelling Sound Sheet 44**  
(for use with Lesson 61)  
**Phonics 2**

1. \_\_\_\_\_

16. \_\_\_\_\_

31. \_\_\_\_\_

2. \_\_\_\_\_

17. \_\_\_\_\_

32. \_\_\_\_\_

3. \_\_\_\_\_

18. \_\_\_\_\_

33. \_\_\_\_\_

4. \_\_\_\_\_

19. \_\_\_\_\_

34. \_\_\_\_\_

5. \_\_\_\_\_

20. \_\_\_\_\_

35. \_\_\_\_\_

6. \_\_\_\_\_

21. \_\_\_\_\_

36. \_\_\_\_\_

7. \_\_\_\_\_

22. \_\_\_\_\_

37. \_\_\_\_\_

8. \_\_\_\_\_

23. \_\_\_\_\_

38. \_\_\_\_\_

9. \_\_\_\_\_

24. \_\_\_\_\_

39. \_\_\_\_\_

10. \_\_\_\_\_

25. \_\_\_\_\_

40. \_\_\_\_\_

11. \_\_\_\_\_

26. \_\_\_\_\_

41. \_\_\_\_\_

12. \_\_\_\_\_

27. \_\_\_\_\_

42. \_\_\_\_\_

13. \_\_\_\_\_

28. \_\_\_\_\_

43. \_\_\_\_\_

14. \_\_\_\_\_

29. \_\_\_\_\_

15. \_\_\_\_\_

30. \_\_\_\_\_

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

---

---

---

## ai word list

maid

laid

braid

bait

wait

fail

hail

jail

mail

pail

rail

sail

tail

wail

snail

aim

claim

gain

main

pain

rain

brain

chain

drain

grain

stain

sprain

train

contain

faith

daily

afraid

raisin

painter

rainbow

complain

complaint



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 61**  
(for use with Lesson 61)  
**Phonics 2**

1. **shrimp**

2. **sprout**

3. **blow**



4. **down**

5. **quail**



6. **trample**

7. Jan likes to have (hǎv) her hair braided. She asked Sandy to teach her how to braid. Sandy showed her each step as Jan worked on her own long, brown hair. The long braid looked pretty on Jan. Jan was proud of the braid she made in her hair.

a. What did Jan make in her hair? \_\_\_\_\_

b. How did Jan feel? \_\_\_\_\_

Name \_\_\_\_\_

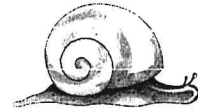
Parent's Initials \_\_\_\_\_

**Homework 61**  
(for use with Lesson 61)  
**Phonics 2**

1. snail

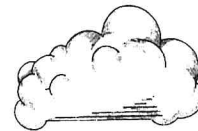
2. cloud

3. show



4. crowd

5. fumble



6. quest

7. Dad and I planned a train trip. The ticket said the train would arrive at five thirty in the morning and then we would leave at six. The train was late and did not arrive until six. We did not get to leave until six thirty.

a. What was late? \_\_\_\_\_

b. What time did the train arrive? \_\_\_\_\_

**Parents:** Your child has been taught **digraph ai**, which is coded as follows: **āī**.

Name \_\_\_\_\_

Spelling Snd Sht Saxon 62, digraph ay

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Code the sentence:

The slow snail may need to look out for fish  
down on the lake's bottom.





Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 62**  
(for use with Lesson 62)  
**Phonics 2**

1. **stay**

★ \_\_\_\_\_

2. **jail**

3. **shout**



4. **row**

5. **sweet**



6. **town**

7. We know that moldy hay is not good for a horse. If the horse eats it, it can make the horse sick. Last week, it rained for three days. The hay got wet and could mold, so we will not feed it to our horse.

a. What got wet? \_\_\_\_\_

b. What could happen to the hay? \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 62**  
(for use with Lesson 62)  
**Phonics 2**

1. **tray**

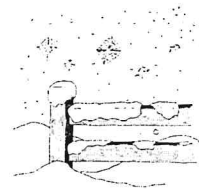
2. **plain**

3. **loud**

4. **snow**

5. **plow**

6. **tweet**



7. Seth and I want to see a show at the zoo. The show will have (hăv) seals doing lots of tricks. The show starts at three o'clock, but there are no tickets left for sale. If we wait for the next show, we will get home late and Dad will be upset.

a. Where are we going? \_\_\_\_\_

b. Should we wait for the next show? \_\_\_\_\_

Why not? \_\_\_\_\_

**Parents:** Your child has been taught **digraph ay**, which is coded as follows: ay.

Name \_\_\_\_\_

Spelling Snd Sht Saxon 63,  
c that sounds like s

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

When we see the letter **c** before an \_\_\_\_, \_\_\_\_, or \_\_\_\_ we code it with a cedilla.

Code the words below with a cedilla if they make the s sound.

cope      circle      cook      city      mice      pencil

crazy      prince      spicy      cup      dance      fancy

### The s sound at the end of words

moss    pass    grass    miss

After a short vowel use \_\_\_\_\_ (the floss rule)

face    rice    place    spice

After a long vowel use \_\_\_\_\_

nurse    horse    goose    house

After a consonant or 2 vowels use \_\_\_\_\_



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 63**  
(for use with Lesson 63)  
**Phonics 2**

**Spelling with ce, se, and ss**

When spelling the final /s/ sound:

ce is found after a long vowel,

se is found after a consonant or two vowels, and

ss is found after a short vowel.

★ \_\_\_\_\_

1. pǎ \_\_\_\_\_

6. hou \_\_\_\_\_

2. rā \_\_\_\_\_

7. dī \_\_\_\_\_

3. hor \_\_\_\_\_

8. mǐ \_\_\_\_\_

4. spā \_\_\_\_\_

9. spou \_\_\_\_\_

5. lǒ \_\_\_\_\_

10. tǒ \_\_\_\_\_

11. It is going to be hard to wait until Sunday. The circus will be here and we are going to the four o'clock show. The next five days may go by too slowly (slō' lē). It will be my first trip to the circus.

a. When will the circus be here? \_\_\_\_\_

b. What time are we going? \_\_\_\_\_

Name \_\_\_\_\_

**Homework 63**

(for use with Lesson 63)

**Phonics 2**

Parent's Initials \_\_\_\_\_

**Spelling with *ce*, *se*, and *ss***

When spelling the final /s/ sound:

*ce* is found after a long vowel,

*se* is found after a consonant or two vowels, and

*ss* is found after a short vowel.

1. mou\_\_\_\_\_

6. hi\_\_\_\_\_

2. ma\_\_\_\_\_

7. pur\_\_\_\_\_

3. pa\_\_\_\_\_

8. la\_\_\_\_\_

4. cl\_\_\_\_\_

9. f\_\_\_\_\_

5. ri\_\_\_\_\_

10. s\_\_\_\_\_

11. At times, things cost more at some stores than at others. Tim paid thirty-five cents for gum at one store, but Jan paid twenty-five cents for gum at the other store. It is best to shop where the price is lowest.

a. How much did Jan pay for her gum? \_\_\_\_\_

b. How do you think Tim felt? \_\_\_\_\_

Why? \_\_\_\_\_

**Parents:** Your child has been taught that when the letter *c* is found before an *e*, *i*, or *y*, it usually makes a /s/ sound and is coded with a cedilla; and that the final /s/ sound is spelled with the letters "**ce**" after a long vowel, the letters "**se**" after a consonant or two vowels, and the letters "**ss**" after a short vowel.

Name \_\_\_\_\_

**Spelling Sound Sheet 45**  
*(for use with Lesson 64)*  
**Phonics 2**

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**Sentence**

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

You can buy seeds in stores for many things. If you want to buy seeds to plant, you can buy corn, peppers, or peas. If you plant these seeds, you will have trouble if they get too wet or if they don't get any sun. You will learn that seeds are good to eat. Nuts are seeds that people like to eat, and so is rice.

1. Where can you buy seeds?

\_\_\_\_\_

2. What are some seeds that people like to eat?

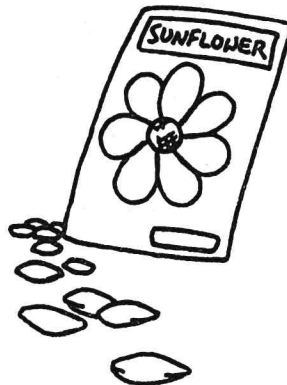
\_\_\_\_\_

3. A good title for this would be ...

\_\_\_\_\_

4. What are some of the seeds that you know?

\_\_\_\_\_



Name \_\_\_\_\_

**Homework 64**

(for use with Lesson 64)

**Phonics 2**

Parent's Initials \_\_\_\_\_

Many plants grow from seeds. They can be so little that you cannot see them, or they can be as big as your head. The seeds contain (kǔn tān') the roots, the stem, and the leaves, plus food to help start the plant's life. The roots keep the plant in the dirt and help feed it. The stem, or trunk, in bigger plants, holds the plant up and sends food back and forth to parts of the plant. The leaves absorb the sun, breathe the air, and make food for the plant.

1. What do roots do?

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2. What is the job of the leaves?

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**Parents:** Your child has been taught ten new sight words: any, brother, buy, father, learn, many, mother, ocean, sure, trouble. If your child has difficulty reading these words, make flash cards and review them daily.

Name \_\_\_\_\_

**Spelling Sound Sheet 46**  
(for use with Lesson 66)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ | 43. _____ |
| 14. _____ | 29. _____ |           |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 66**

(for use with Lesson 66)

**Phonics 2**

1. **important**

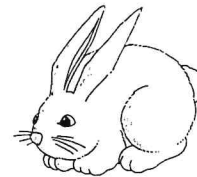
2. **bunny**

3. **nice**



4. **loud**

5. **cuddle**



6. **sail**

7. On the first day of class, our teacher told us it was important to get to class on time. She said it was our job to keep track of what time it was. It is important that we get back to class when the bell rings at nine. If we are late, we will get a tardy slip.

a. When is the bell going to ring?

\_\_\_\_\_

b. What will we do at nine?

\_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 66**  
(for use with Lesson 66)  
**Phonics 2**

1. Atlantic

2. brace

3. count



4. funny

5. middle



6. trail

7. The U.S. has a big ocean on its east side and a big ocean on its west side. The ocean on the east side is the Atlantic Ocean. It borders the state of Maine. France is on the other side of the Atlantic Ocean.

a. The Atlantic Ocean is on which side of the U.S.?

\_\_\_\_\_

b. What ocean borders the state of Maine?

\_\_\_\_\_

**Parents:** Your child has been taught the **syllable division pattern "vc|cvc|cv"**; that when coding a word, the first thing to look for is a suffix or a final, stable syllable; that words may contain more than one vowel pattern; that in the pattern "vc|cvc|cv," the accent may be found on any syllable; and that a root word and a root word with a suffix must be closely related in meaning.

Name \_\_\_\_\_

**Spelling Sound Sheet 47**

(for use with Lesson 67)

**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ | 43. _____ |
| 14. _____ | 29. _____ |           |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

Termites are insects that like to eat damp wood, or wood that is a little wet. Termites can eat wood until it crumbles. If they eat wood on a house for a long time, they can make the house tumble down. People kill termites with bug sprays to save their houses.

1. What are termites?

\_\_\_\_\_

2. What does "damp" mean?

\_\_\_\_\_

3. A good title for this would be ...

\_\_\_\_\_

4. Why do people kill termites?

\_\_\_\_\_

5. What do people use to kill termites?

\_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 67**  
*(for use with Lesson 67)*  
**Phonics 2**

Termites make their nests in damp wood. The termite queen is full (fööl) of eggs. She lays eggs, and then the worker termites take care of the eggs. The termites look like black ants but are not ants. The queen may lay more than 3,000,000 eggs in her lifetime.

1. Where do termites make their nests?

\_\_\_\_\_

2. Which termite lays eggs?

\_\_\_\_\_

3. What do termites look like?

\_\_\_\_\_

4. How many eggs can the queen termite lay in her lifetime?

\_\_\_\_\_

5. A good title for this would be ...

\_\_\_\_\_

**Parents:** Your child has practiced spelling words that contain final, stable syllables.

Name \_\_\_\_\_

**Spelling Sound Sheet 48**

(for use with Lesson 68)

**Phonics 2**

learn	ç	any	sure
ōw	brother	ÿ	ay
āÿ	trouble	many	buy
father	ocean	k	mother

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## New Learning

1. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 68**  
(for use with Lesson 68)  
**Phonics 2**

1. foil

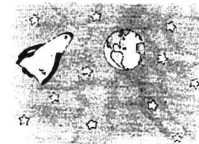
2. plow

3. foul



4. Troy

5. publish



6. space

7. A little boy found a toy in the soil. He brushed it off and gave it to his dad. His dad said he could keep the toy if it was not claimed after a week.

a. Who found a toy? \_\_\_\_\_

b. What did the little boy do with the toy? \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 68**  
(for use with Lesson 68)  
**Phonics 2**

1. blouse

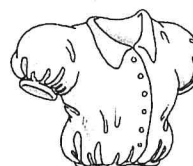
2. soil

3. Roy



4. brown

5. spice



6. drastic

7. My dad, Ted, takes dirty oil out of cars and puts clean oil back in the cars. It is important to keep the oil clean so the cars will run better. Sometimes the dirty oil comes out of the cars and ends up on Dad. He can be a mess!

a. What does Ted do? \_\_\_\_\_  
\_\_\_\_\_

b. Why should the oil be clean? \_\_\_\_\_  
\_\_\_\_\_

**Parents:** Your child has been taught **diphthongs oi** and **oy**, which are coded as follows: oi and oy.

Name \_\_\_\_\_

**Spelling Sound Sheet 49**  
(for use with Lesson 69)  
**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ | 43. _____ |
| 14. _____ | 29. _____ | 44. _____ |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 69**  
(for use with Lesson 69)  
**Phonics 2**

1. flatly

5. proudly

2. starlet

6. cutlet

3. neatly

7. crisply

4. softly

8. piglet

**Word List:**

foot      cold      leg      egg      cloth      round

9. Box is to square as sun is to \_\_\_\_\_.

10. Sun is to hot as ice is to \_\_\_\_\_.

11. Finger is to hand as foot is to \_\_\_\_\_.

12. Window is to glass as dress is to \_\_\_\_\_.

13. Crust is to bread as shell is to \_\_\_\_\_.

14. Ring is to finger as sock is to \_\_\_\_\_.

Name \_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 69**  
(for use with Lesson 69)  
**Phonics 2**

1. justly

5. swiftly

2. mostly

6. booklet

3. leaflet

7. slowly

4. quickly

8. outlet

**Word List:**

green      bark      wild      soft      ring      bird

9. Dog is to tame as fox is to \_\_\_\_\_.

10. Stick is to tree as wing is to \_\_\_\_\_.

11. Snow is to white as grass is to \_\_\_\_\_.

12. Needle is to sharp as fur is to \_\_\_\_\_.

13. Duck is to quack as dog is to \_\_\_\_\_.

14. Bird is to chirp as phone is to \_\_\_\_\_.

**Parents:** Your child has been taught **suffixes -let** and **-ly** and their meanings; and that an **analogy** is a comparison made between two items.

Name \_\_\_\_\_

**Spelling Sound Sheet 50**

(for use with Lesson 71)

**Phonics 2**

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 16. _____ | 31. _____ |
| 2. _____  | 17. _____ | 32. _____ |
| 3. _____  | 18. _____ | 33. _____ |
| 4. _____  | 19. _____ | 34. _____ |
| 5. _____  | 20. _____ | 35. _____ |
| 6. _____  | 21. _____ | 36. _____ |
| 7. _____  | 22. _____ | 37. _____ |
| 8. _____  | 23. _____ | 38. _____ |
| 9. _____  | 24. _____ | 39. _____ |
| 10. _____ | 25. _____ | 40. _____ |
| 11. _____ | 26. _____ | 41. _____ |
| 12. _____ | 27. _____ | 42. _____ |
| 13. _____ | 28. _____ | 43. _____ |
| 14. _____ | 29. _____ | 44. _____ |
| 15. _____ | 30. _____ |           |

## Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Sentence

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Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 71**  
(for use with Lesson 71)  
**Phonics 2**

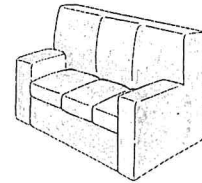
1. **tight**

2. **couch**



3. **coin**

4. **rain**



5. **curl**

6. **bloom**



7. Tim is my brother. We like to do things together (t<sup>o</sup> g<sup>e</sup>th' er). Tim works for our dad. Our dad says that I should not play near Tim while he is working. He thinks I might get hurt. Since Tim works in the day, I might get to play with him at night.

a. When will I get to play with Tim? \_\_\_\_\_

b. Why will I play with Tim at night? \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

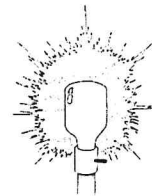
Parent's Initials \_\_\_\_\_

**Homework 71**  
(for use with Lesson 71)  
**Phonics 2**

1. light

2. sigh

3. sound



4. braid

5. join



6. fright

7. It would be hard to drive at night if your lights did not work. You could not see things, and you might run off the street.

a. When would it be hard to drive if your lights did not work? \_\_\_\_\_

b. Why do you need lights to drive? \_\_\_\_\_

**Parents:** Your child has been taught that a **trigraph** is three letters that come together to make one sound; that trigraphs are coded by underlining; and **trigraph igh**, which is coded as follows: igh.