

Name _____

Spelling Sound Sheet 51
(for use with Lesson 72)
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

Name _____

Teacher's Initials _____

Worksheet 72
(for use with Lesson 72)
Phonics 2

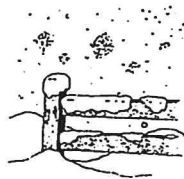
1. A blackbird is a _____ that is _____.



2. A teacup is a _____ that holds _____.



3. A snowstorm is a _____ with _____.



4. Sunlight is _____ from the _____.

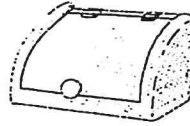


Name _____

Parent's Initials _____

Homework 72
(for use with Lesson 72)
Phonics 2

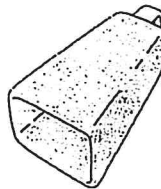
1. A breadbox is a _____ that holds _____.



2. A bedroom is a _____ with a _____.



3. A cowbell is a _____ for a _____.



4. A bookstore is a _____ that has _____.



Parents: Your child has been taught that a **compound word** is two words that come together to form one new word; that a compound word is coded by drawing a division line between each word that forms the compound word and then coding each word individually; and that the first word in a compound word generally carries the accent.

Name _____

Spell Snd Sht Saxon 73, trigraph tch

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Listen and draw the symbol:

1. _____

4. _____

7. _____

2. _____

5. _____

8. _____

3. _____

6. _____

Code and add quotation marks:

Throw the dice and play, said
Mitch.

A boy scout gets to follow
hidden trails.

Name _____

Teacher's Initials _____

Worksheet 73
(for use with Lesson 73)
Phonics 2

1. catch

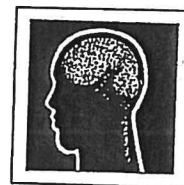
2. trace

3. pout



4. CROW

5. way



6. brain

7. My mom and dad got the flu last year. They were quite sick. Mom thinks we should get shots this year so we don't catch the flu.

a. What should we get this year? _____

b. Why do we need a shot? _____

Name _____

Parent's Initials _____

Homework 73
(for use with Lesson 73)
Phonics 2

1. **itch**

2. **place**

3. **ray**

4. **chair**



5. **play**



6. **stitch**

7. Jim is getting things together (tō gěth' er) to put up a fence. He needs his lot cleared of sticks and rocks. He said he would pay us if we would work for him. Jim said to pitch the rocks and sticks in the ditch and he would pay each of us a dollar.

a. What should we do with the rocks?

b. Who will pay us a dollar? _____

Parents: Your child has been taught **trigraph tch**, which is coded as follows: tch.

Name _____

Spelling Sound Sheet 52
(for use with Lesson 74)
Phonics 2

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 74
(for use with Lesson 74)
Phonics 2

In winter, life slows down. Many trees go to sleep while they live (liv) off the food stored in their trunks. Seeds wait in the soil for winter to pass. Bears and snakes sleep in their dens. The air feels cold most of the time, and sometimes it snows. Most birds fly south for the winter where it does not get so cold.

1. What time of the year does life slow down?

2. Where do bears sleep?

3. A good title for this would be ...

4. Why do birds fly south?



Name _____

Parent's Initials _____

Homework 74
(for use with Lesson 74)
Phonics 2

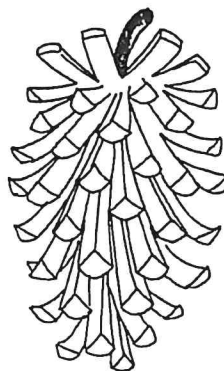
A tree is a plant with a woody stem. Some trees will grow to look more like shrubs or vines if it is too dry or too wet. The redwood tree grows taller (tōl' er) than any other tree. The bristlecone pine is the oldest tree. It is known to have grown for 4,600 years, whereas most trees only have life spans of 100–250 years.

1. What happens to a tree if it is too wet or too dry?

2. How old is the oldest known tree?

3. What is the name of the oldest known tree?

4. What is the life span of most trees?



Parents: Your child has been taught ten new sight words: again, door, enough, friend, give, have, only, talk, walk, young. If your child has difficulty reading these words, make flash cards and review them daily.

Name _____

Spelling Sound Sheet 53
(for use with Lesson 76)
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. _____ | 45. _____ |

Words

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

Sentence

G that sounds like J words

gel
gelatin
germ
gentle
gentleman
general
giant
gigantic
giraffe
ginger
gingersnap
gym
gymnastics
gypsy

age
cage
page
stage
teenager

danger
strange
stranger
strangest
strangely

bandage
garbage
language
luggage
village
cottage

badge
edge
wedge
bridge
dodge
fudge
smudge

tragic
magic
allergic
digit
angel
engine
budget

pudgy
stingy
apology
analogy

Name _____

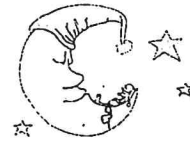
Teacher's Initials _____

Worksheet 76
(for use with Lesson 76)
Phonics 2

1. germ

2. stream

3. hatch



4. night

5. hinge



6. third

7. Mom said that we could go to the fair on Sunday if we worked hard at school and did our chores at home. We did our homework, made good grades, and did our chores. We went to the fair on Sunday and ate popcorn, rode bumpy rides, and had a great time.

a. When did we go to the fair?

b. What did we eat?

Name _____

Parent's Initials _____

Homework 76
(for use with Lesson 76)
Phonics 2

1. gem

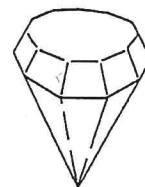
2. east

3. twitch



4. thigh

5. rusty



6. flirt

7. My birthday was last week. My uncle gave me a ring. The gem, or stone, in my ring was bright and twinkled when light hit it. My uncle is such a nice man!

a. What is a gem?

b. What did the gem do when light hit it?

Parents: Your child has been taught that the letter *g* usually sounds like the letter *j* when it is followed by the letters *e*, *i*, or *y*; and that when the letter *g* makes a /j/ sound, it is coded with a dot (g).

Name _____

Spelling Sound Sheet 54

(for use with Lesson 77)

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

Name _____

Teacher's Initials _____

Worksheet 77
(for use with Lesson 77)
Phonics 2

1. nudge

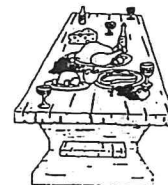
2. feast

3. mine



4. grouch

5. wrote



6. moist

7. Last week, it snowed at our house. The snowflakes were huge. We had to run to our house from the school bus. Mark, the man who drives our bus, said to dodge, or to get out of the way of, the big snowflakes, so we would not get wet.

a. What does "dodge" mean?

b. Why should we dodge the snowflakes?

Name _____

Parent's Initials _____

Homework 77
(for use with Lesson 77)
Phonics 2

1. bridge

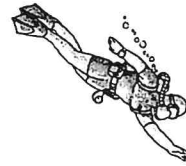
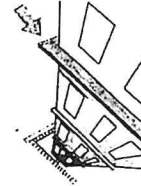
2. edge

3. fear

4. dive

5. ground

6. ledge



7. My mother made fudge for the class since we did so well in our play. She made three pans of fudge. My classmates liked the fudge. The girls ate a lot, but the boys ate the most.

a. What did my mother make?

b. Who ate the least?

Parents: Your child has been taught **trigraph dge**, which is coded as follows: dge.

Name _____

Spelling Sound Sheet 55
(for use with Lesson 78)
Phonics 2

have	talk	young	again
only	g	oi	igh
walk	against	ee	give
enough	oy	e	door

Words

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

New Learning

1. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 78
(for use with Lesson 78)
Phonics 2

Spelling with *dge* and *ge*

When spelling the final /j/ sound:

dge is found after a short vowel, and

ge is found after anything else.

1. rĭ _____

5. kĀ _____

2. pā _____

6. gou _____

3. trŭ _____

7. wě _____

4. sā _____

8. lŏ _____

9. My sister Shannon and I have the best cooks in the world at our house. My mother makes the best fudge in the whole (hōl) world, and my grandmother makes the best coffee cake. I'm not sure how we got so lucky!

a. Who makes the best coffee cake?

b. What does my mother make?

Name _____

Parent's Initials _____

Homework 78
(for use with Lesson 78)
Phonics 2

Spelling with *dge* and *ge*

When spelling the final /j/ sound:

dge is found after a short vowel, and

ge is found after anything else.

1. smŭ _____

5. jŭ _____

2. hŏn _____

6. brĭ _____

3. frĭn _____

7. stā _____

4. dŏ _____

8. ě _____

9. School starts at nine o'clock. We say the pledge in our class first thing in the mornings, and then we check to see if anyone is absent. After this, we start our math lesson.

a. What do we do at nine o'clock?

b. What do we do after we say the pledge?

Parents: Your child has been taught that the final /j/ sound is spelled with the letters "**dge**" when it follows a short vowel sound; and that the final /j/ sound is spelled with the letters "**ge**" when it follows anything else.

Name _____

Spelling Sound Sheet 56
(for use with Lesson 79)
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. _____ | 45. _____ |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 79
(for use with Lesson 79)
Phonics 2

Spelling with *ch* and *tch*

When spelling the final /ch/ sound:

tch is found after a short vowel, and

ch is found after anything else.

1. lă _____

5. ě _____

2. pĭ _____

6. mār _____

3. fě _____

7. stĭ _____

4. lŭn _____

8. skră _____

9. A flight of ducks will cross the sky after the sun sets. They have been staying at the lake by the dock. Dad said they will fly tonight. I hope I can see them in the dark!

a. What will fly in the sky?

b. When will the ducks cross the sky?

Name _____

Parent's Initials _____

Homework 79
(for use with Lesson 79)
Phonics 2

Spelling with *ch* and *tch*

When spelling the final /ch/ sound:

tch is found after a short vowel, and

ch is found after anything else.

1. mǎ _____

5. strě _____

2. pǐn _____

6. por _____

3. dǐ _____

7. kǎ _____

4. hǎ _____

8. mŭn _____

9. I have a job picking up trash. I leave my house in the morning at six so I can get the trash picked up by three. I work hard and my boss pays me well. As soon as he pays me, I pay my bills. Then I put the rest of my paycheck in the bank. Some day I will use it to go to college.

a. When do I pay my bills?

b. What do I do with the rest of my paycheck?

Parents: Your child has been taught that the final /ch/ sound is spelled with the letters "**tch**" when it follows a short vowel sound; and that the final /ch/ sound is spelled with the letters "**ch**" when it follows anything else.

Name _____

Spelling Sound Sheet 57
(for use with Lesson 81)
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

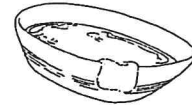
Name _____

Teacher's Initials _____

Worksheet 81
(for use with Lesson 81)
Phonics 2

1. focus

2. Irish



3. unit

4. basin

5. happy



6. wedge

7. Our class is making a banner for a contest. The rules say to put purple paper on the top of the banner and yellow paper on the sides. We may need to get more red paper if we want our banner to be bright and win the prize.

a. Where should we put the yellow paper?

b. What should we put on the top of the banner?

Name _____

Parent's Initials _____

Homework 81
(for use with Lesson 81)
Phonics 2

1. fever

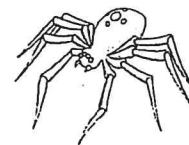
2. spider



3. open

4. music

5. baby



6. meter

7. My Uncle David likes bacon in his eggs and gravy on his bread. My dad thinks his brother is crazy since Dad likes his food plain and not mixed with other food.

a. Who likes bacon in his eggs?

b. What does Uncle David like on his bread?

Parents: Your child has been taught the **syllable division pattern "vcv"**; and that when coding a word that follows this pattern, the best place to divide and accent the word is after the first vowel and on the first syllable.

Name _____

Spelling Sound Sheet 58
(for use with Lesson 82)
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

Name _____

Teacher's Initials _____

Worksheet 82
(for use with Lesson 82)
Phonics 2

1. shameful

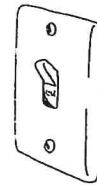
2. wishful



3. sickness

4. darkness

5. tulip



6. switch

7. Mitch told Jim, his little boy, to pick up his toys after dinner. Jim forgot and went to bed without picking up any toys. At twelve o'clock, Mitch got up to check on a noise that woke him. In the darkness, Mitch slipped on Jim's toys and fell on the couch.

a. When did Mitch get up?

b. Why did Mitch slip?

Name _____

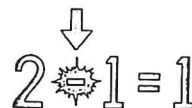
Parent's Initials _____

Homework 82
(for use with Lesson 82)
Phonics 2

1. armful

2. careful

3. stiffness



4. helpful

5. illness



6. minus

7. Mom's friend came by to get a gift from Mom. She had a little girl with her. When Mom and her friend went to the bedroom to get the gift, the little girl grabbed a fistful of candy from the table. Mom and her friend did not see the little girl take the candy.

a. How much candy did the little girl get?

b. Where was the candy?

Parents: Your child has been taught suffixes **-ful** and **-ness** and their meanings.

Name _____

Spelling Sound Sheet for Saxon 83:
final, stable syllable -tion

1. _____

2. _____

3. _____

4. What do we look for first when coding a word?

_____ or _____

Code:

fudge cake

Baby lotion is made for use on infants.

Name _____

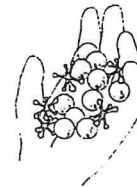
Teacher's Initials _____

Worksheet 83
(for use with Lesson 83)
Phonics 2

1. handful



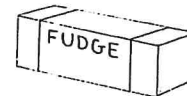
2. portion



3. likeness

4. nation

5. fiber



6. fudge

7. Andy broke his right arm while playing soccer. Since then, he has had trouble doing his work at school. When Andy writes with his right hand, it looks better than when he writes with his left hand. His teacher has a hard time reading Andy's work when he writes with his left hand.

a. Which hand does Andy write with best?

b. What word means "to put letters on paper"?

Name _____

Parent's Initials _____

Homework 83

(for use with Lesson 83)

Phonics 2

1. fraction

2. station

3. sadness

4. hopeful

5. crazy

6. super



7. Amy and Tammy walked to the swimming pool next to their school. On the way, a stray dog started to follow them. Amy stopped and bent down to pet the dog. The crazy dog bit Amy's hand, and she had to go to the doctor. It was not smart for Amy to pet the stray dog.

a. What was wrong with the dog?

b. Where did Amy go?

Parents: Your child has been taught **final, stable syllable -tion**, which makes a /shŭn/ sound, as in *lotion*, and is coded as follows: [tion.

Name _____

Spelling Sound Sheet 59
(for use with Lesson 84)
Phonics 2

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 84
(for use with Lesson 84)
Phonics 2

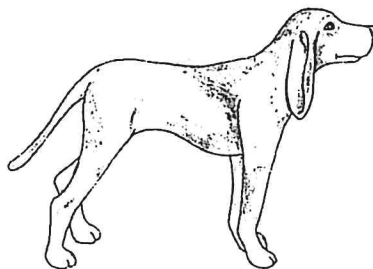
The black-and-tan coonhound is one of the coonhound breeds. Two other breeds are the redbone and the Plott coonhound. As their name suggests, coonhounds hunt raccoons, and some hunt possums or bears. The black-and-tan coonhound came from crossing a bloodhound with a foxhound.

1. Name two breeds of coonhounds.

2. What do coonhounds hunt?

3. What breeds of dogs were crossed to make the black-and-tan coonhounds?

4. A good title for this might be ...



Name _____

Parent's Initials _____

Homework 84
(for use with Lesson 84)
Phonics 2

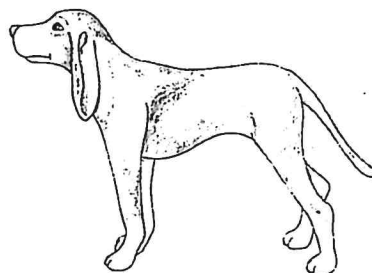
The black-and-tan coonhound looks like a bloodhound. It has long ears and a really long tail. The fur is short and thick. There are black and tan markings on the chest and legs. The muzzle, or the mouth and nose, is black and tan, too. Black-and-tans trail like bloodhounds do. They keep their noses close to the ground and bark with deep bellows when they tree raccoons.

1. Which breed of dog does the black-and-tan coonhound look like?

2. What is short and thick?

3. What part of the coonhound is the muzzle?

4. What do black-and-tans do when they tree raccoons?



Parents: Your child has been taught ten new sight words: country, early, earth, eye, fought, heard, two, whose, woman, women. If your child has difficulty reading these words, make flash cards and review them daily.

Name _____

Spelling Sound Sheet 60
(for use with Lesson 86)
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. _____ | 45. _____ |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 86
(for use with Lesson 86)
Phonics 2

1. charcoal

2. throat



3. nation

4. friction

5. playful



6. pledge

7. My dad has a job in a plant near our town. He has worked there over two years. After one year of work, my dad's boss gave him a bonus. The bonus, or extra cash, my dad got helped us buy a car. My mom and dad were happy to get the bonus.

a. What is a bonus?

b. What helped to buy the car?

Name _____

Parent's Initials _____

Homework 86

(for use with Lesson 86)

Phonics 2

1. roast

2. lotion

3. oath

4. bonus

5. trustful

6. clover



7. My mom likes our house to stay clean. She tells us things we can do to help keep it that way. She wants us to keep the soap in its dish to help keep the sink clean. She asks us to wipe our feet before (bi for') we walk into the house so her carpet will stay neat. Mom keeps our home nice and clean.

a. Where should you keep the soap?

b. Why should you wipe your feet?

Parents: Your child has been taught **digraphs oa** and **oe**, which are coded as follows: oa and oe.

Name _____

Spelling Sound Sheet 61
(for use with Lesson 87)
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. _____ | 45. _____ |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 87

(for use with Lesson 87)

Phonics 2

1. bowl

2. owl



3. pound

4. you



5. spoil

6. train



7. When we publish, or print, my book, we should send one to my teacher. She will be happy to see that I can write. When I was little, she told me that I could write well.

a. What does "publish" mean?

b. Who will we send a book to?

Name _____

Parent's Initials _____

Homework 87
(for use with Lesson 87)
Phonics 2

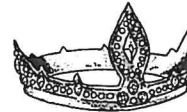
1. house

2. youth

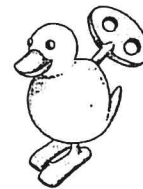


3. yellow

4. crown



5. boil



6. toy

7. Do not mumble when you read your speech to the teacher. She will count five points off if she cannot hear parts of the speech. She wants you to do a good job and make a good grade.

a. What should you not do when you read your speech?

b. Who will you read to?

Parents: Your child has reviewed the four diphthongs: *ou, ow, oi, oy*.

Name _____

Spelling Sound Sheet 62
(for use with Lesson 88)
Phonics 2

women	young	oa	ph
woman	dge	eye	tch
ch	country	cage	whose
heard	tion	board	two

Words

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

New Learning

1. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 88
(for use with Lesson 88)
Phonics 2

1. launch

2. foam



3. haunt

4. auction

5. canine



6. farmer

7. Jon said that he went to Austin over the summer and had a great time. He went to a park near Austin that had lots of fun things to do. He ate a lot of good food and slept late each day.

a. Where did Jon go?

b. When did Jon go to Austin?

Name _____

Parent's Initials _____

Homework 88

(for use with Lesson 88)

Phonics 2

1. fault

2. coach

3. fiction



4. frozen

5. bumper



6. inform

7. Dad asked Paul and me to do some chores. First, he asked us to haul, or take, the trash to the dump and clean out the back of Paul's truck. Then he wanted us to pick up a couch at his friend's house and take it to the Red Cross. It was a fun day!

a. What does "haul" mean?

b. Who owns the truck?

Parents: Your child has been taught **digraph au**, which generally makes an /*ö*/ sound, as in *sauce*, and is coded as follows: au.

Name _____

Spelling Sound Sheet 63
(for use with Lesson 89)
Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | |

Words

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

Sentence

Name _____

Teacher's Initials _____

Worksheet 89
(for use with Lesson 89)
Phonics 2

1. hawk

2. shawl



3. board

4. sauce

5. action



6. crisis

7. We must follow the laws when we drive or we might get tickets or even get sent to jail. We should drive at the correct speed. We should turn on our blinkers to let the people driving behind (bǐ hīnd') us know when we are planning to turn.

a. What should we follow when we drive?

b. What could happen if we don't follow the laws?

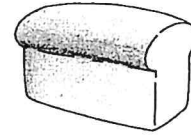
Name _____

Parent's Initials _____

Homework 89
(for use with Lesson 89)
Phonics 2

1. dawn

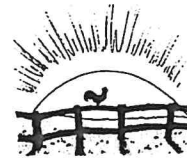
2. vault



3. loaf

4. section

5. moment



6. pause

7. Dad said to mow the lawn at nine in the morning so we can eat at noon. It takes three hours to mow the lawn. We must rake the cut grass into piles and then put the piles in our mulch pile. We use the mulch in our garden.

a. What will we do at noon?

b. What should we do at nine?

Parents: Your child has been taught **digraph aw**, which generally makes an /ɔ/ sound, as in *straw*, and is coded as follows: aw.

Name _____

Spell Snd Sheet 64/ Lesson 91

Spelling Review:

1. _____

2. _____

3. _____

4. _____

5. _____

Code:

Finish the batch of slaw.

Correct my coding mistakes:

A restless toad sat on the edge of the roof.

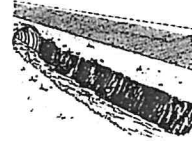
Name _____

Teacher's Initials _____

Worksheet 91
(for use with Lesson 91)
Phonics 2

1. limit

2. claw



3. boast

4. goodness

5. dodge



6. ditch

7. A traffic light is red, yellow, and green. Which light tells us to stop?

8. There are five weekdays and two weekend days. How many days are in the whole week?

Name _____

Parent's Initials _____

Homework 91
(for use with Lesson 91)
Phonics 2

1. robin

2. never

3. slaw



4. toad

5. wetness



6. solid

7. The sun shines on one side of the earth at a time. When one side of the earth is light, the other side must be ...

8. A decade is ten years. How many years are in two decades?

Parents: Your child has been taught a second way to divide a word that follows the "vcv" syllable division pattern—that is, after the consonant (with the accent still on the first syllable).

Name _____

Spelling Sound Sheet 65

(for use with Lesson 92)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | |
| 16. _____ | 32. _____ | |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 92
(for use with Lesson 92)
Phonics 2

1. season

2. city



3. draw

4. slight

5. circle



6. stage

7. Pork comes from a pig, beef comes from a cow, and mutton comes from a sheep. What do we get from a cow?

8. A kitten is a young cat, a boy is a young man, and a colt is a young horse. What is a young dog?

Name _____

Parent's Initials _____

Homework 92

(for use with Lesson 92)

Phonics 2

1. reason

2. clever

3. straw

4. fight



5. rage

6. liver

7. The earlobe is the bottom part of your ear. The earlobe can hold an earring.

a. What is the name of the bottom part of your ear?

b. What can you hang on your earlobe?

Parents: Your child has been taught that when labeling a word in a vowel pattern, digraphs should be treated as one sound.

Name _____

Spelling Sound Sheet for Saxon 93:
a before l

1. _____

8. _____

2. _____

9. _____

3. _____

10. _____

4. _____

11. _____

5. _____

12. _____

6. _____

13. _____

7. _____

14. When a comes before l, what sound does it make? _____

Code:

Oil the wagon wheels that wiggle.

Cubs baseball

Misty is eager to make the team.

Name _____

Teacher's Initials _____

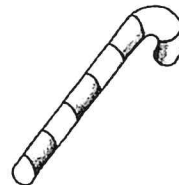
Worksheet 93

(for use with Lesson 93)

Phonics 2

1. **easy**

2. **call**



3. **salad**

4. **cane**

5. **feeble**



6. **oink**

7. Football is played in the fall and baseball is played in the spring. Do you like to play ball? If so, what kind of ball do you like to play?

8. The leaves drop in the fall and come back in the spring. Do trees have leaves in the summer?

Name _____

Parent's Initials _____

Homework 93

(for use with Lesson 93)

Phonics 2

1. tall

2. seven

3. freedom

4. spear

5. plate

6. treat



Word List:

d i m e

p e n n y

n i c k e l

7. What coin is worth ten cents?

8. What coin is worth five cents?

9. What coin is worth one cent?

Parents: Your child has been taught that when the letter *a* comes before the letter *l*, it often makes an /ă/ sound, as in *wallet*; and that when the letter *a* makes this sound, it is coded with two dots (ă).

Name _____

Spelling Sound Sheet 66
(for use with Lesson 94)
Phonics 2

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 94
(for use with Lesson 94)
Phonics 2

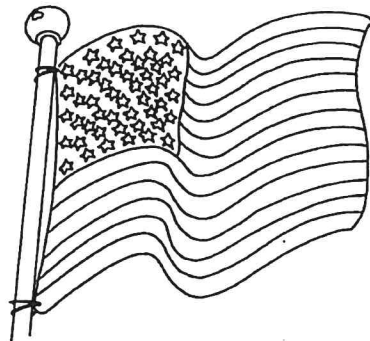
The first U.S. flag had thirteen stripes of red and white, one stripe for each state. When Vermont and Kentucky wanted to join the U.S., the flag needed some more stripes, so Betsy Ross added two stripes to the flag. When five more states wanted to join the U.S., there was a problem. People were concerned that the flag would look bad with so many stripes. Thus, they went back to using (yōōz'ing) thirteen stripes for the first thirteen states and just added a star for each new state.

1. How many stripes did the first U.S. flag have?

2. What two states wanted to join after the first thirteen states?

3. After this, what was added to the flag when new states joined?

4. A good title for this story might be ...



Name _____

Parent's Initials _____

Homework 94

(for use with Lesson 94)

Phonics 2

We do not know when the first flags were made. People think that they might have been a Chinese invention since woven silk, a fine cloth, was first made in the Far East, and many flags were made of woven silk. Flags have been made to represent (rěp rǐ zěnt') many things. Most people think that the most important flags are the flags of nations or states.

1. Where do some people think the first flags were made?

2. What is silk?

3. Which flags do most people think are the most important?

4. Draw a picture of a flag. Write what the flag stands for under the picture.

Parents: Your child has been taught ten new sight words: cousin, gone, guard, guess, half, island, laugh, listen, mountain, once. If your child has difficulty reading these words, make flash cards and review them daily.

Name _____

Spelling Sound Sheet 67
(for use with Lesson 96)
Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | |
| 16. _____ | 32. _____ | |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 96
(for use with Lesson 96)
Phonics 2

1. wand

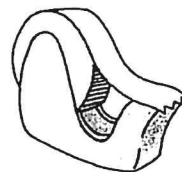
2. squabble



3. wallet

4. rodent

5. tape



6. finish

7. How many students are in your class?

8. Do the students in your class sit at desks or tables?

9. What are "students"?

Name _____

Parent's Initials _____

Homework 96
(for use with Lesson 96)
Phonics 2

1. **squad**

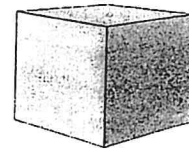
2. **wall**

3. **cabin**



4. **even**

5. **cube**



6. **slump**

7. Write your first name on the line.

8. Write how old you are on the line.

9. Write your last name on the line.

Parents: Your child has been taught that when the letter *a* comes after the letter *w* or the letters *qu*, it often makes an /*ö*/ sound, as in *wasp* or *squat*, and is coded with two dots (*ä*).

Name _____

Spelling Sound Sheet 68
(for use with Lesson 97)
Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | |
| 16. _____ | 32. _____ | |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 97
(for use with Lesson 97)
Phonics 2

1. partner

2. anthem

3. wad

4. body



5. worker

6. railroad

7. The Arctic Ocean is the smallest ocean in the world. The North Pole is located in the Arctic Ocean. Most of the water in the Arctic Ocean comes from the Atlantic Ocean. Most of the water has ice over it all year.

a. Name the smallest ocean in the world.

b. Where is the North Pole?

Name _____

Parent's Initials _____

Homework 97
(for use with Lesson 97)
Phonics 2

1. worship

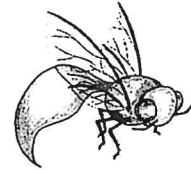
2. district



3. wasp

4. small

5. habit



6. exit

7. The Arctic is at the northern tip of the earth. It is right on the North Pole. The name "Arctic" means "bear," as in the constellation Great Bear, which is in the northern sky.

a. Where is the Arctic?

b. What does the name "Arctic" mean?

Parents: Your child has been taught the **syllable division pattern "vcccv"**; and that words that follow this pattern are easy to read but difficult to divide because they can be divided between any of the consonants.

Name _____

Spelling Sound Sheet 69

(for use with Lesson 98)

Phonics 2

ä	ou	guess	listen
once	guard	half	oy
cousin	ow	gone	island
oi	ay	laugh	mountain

Words

1. _____

2. _____

3. _____

4. _____

5. _____

New Learning

1. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 98
(for use with Lesson 98)
Phonics 2

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

When spelling the final /k/ sound:

c is found in a two-or-more-syllable word,

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.

1. blĭn _____

6. rā _____

2. spĕ _____

7. pĭc|nĭ _____
v c c v

3. tŏp|i _____
v c v

8. Ät|lǎn'ti _____
v cc v c cv

4. mā _____

9. bar _____

5. wĭ _____

10. mŭ|sĭ _____
v c v

Name _____

Parent's Initials _____

Homework 98
(for use with Lesson 98)
Phonics 2

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

When spelling the final /k/ sound:

c is found in a two-or-more-syllable word,

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.

1. wā _____

6. plǎstǐ _____
v c cv

2. blǒ _____

7. por _____

3. mǎgǐ _____
v c v

8. lī _____

4. stǒ _____

9. ǎttǐ _____
v c cv

5. bǎn _____

10. spar _____

Parents: Your child has been taught that when a word is two or more syllables and ends with the /k/ sound, the /k/ sound is usually spelled with the letter "c."

Name _____

Spelling Sound Sheet 70
(for use with Lesson 99)
Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | |
| 16. _____ | 32. _____ | |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 99
(for use with Lesson 99)
Phonics 2

1. cover

2. Thursday

3. malt



4. exception

5. able



6. dolphin

7. "Won" and "one" are two words that sound the same but have different spellings. We use "won" in a sentence like "He won the game." We use "one" to mean "single," as in "I need one fork to finish setting the table."

a. Which spelling means a single item?

b. Which spelling tells who the winner is?

Name _____

Parent's Initials _____

Homework 99
(for use with Lesson 99)
Phonics 2

1. ton

2. Monday



3. pumpkin

4. salt

5. motion



6. front

7. "Son" and "sun" are two words that sound the same but are not spelled the same. "Son" means the male child of a mother or father. "Sun" is the large body of light up in the sky that shines down on the earth.

a. Write a sentence with the word "sun."

b. Write a sentence with the word "son."

Parents: Your child has been taught the **scribal o**, which is a letter *o* that makes a schwa sound, as in *sponge*; and that scribal *o*'s are coded with upside-down *e*'s (*ô*).

Name _____

Spelling Sound Sheet 71

(for use with Lesson 101)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | |

Words

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

Sentence

Name _____

Teacher's Initials _____

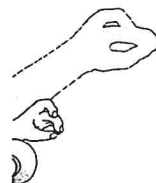
Worksheet 101
(for use with Lesson 101)
Phonics 2

1. confusion

2. congested

3. mall

4. pause



5. shadow

6. donor

7. Good manners are ways of acting that make other people like to be near you. When you bump into someone or leave a room or table, you should say "Excuse me" or "Pardon me." Burping in public is not good manners, but if it does happen, it is good manners to say "Excuse me" or "Pardon me."

a. When should you say "Excuse me"?

b. When should you use good manners?

Name _____

Parent's Initials _____

Homework 101
(for use with Lesson 101)
Phonics 2

1. explosion

2. month

3. scald

4. author



5. glow

6. impression

7. "Please" and "Thank you" are important words to use. When you ask for something, you should say "Please." When someone gives something to you or does something for you, it is nice to say "Thank you."

a. When should you say "Please"?

b. When was the last time you said "Thank you"?

Parents: Your child has been taught **final, stable syllable -sion**; that the syllable makes a /shŭn/ sound when it follows any consonant except *r*, as in *mission*; that the syllable makes a /zhŭn/ sound when it follows a vowel or the letter *r*, as in *television*; and that when the letter *i* comes before a final, stable syllable, it often makes a short sound, as in *vision*, and is coded accordingly.

Name _____

Spelling Sound Sheet 72

(for use with Lesson 102)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 102

(for use with Lesson 102)

Phonics 2

1. stew

2. nephew

3. except

4. squirm



5. admission

6. tall

7. A lake is a body of standing water that has land on all sides. People like to swim and boat in lakes. Lakes are important because they have fresh water for us to drink and to use. People cannot swim in most lakes that supply drinking water, but they can ride in boats on those lakes. We should protect (prů těkt') lake water and keep it clean.

a. What can you do in lakes?

b. Why should we protect lake water?

Name _____

Parent's Initials _____

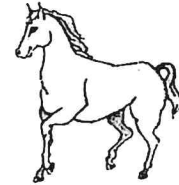
Homework 102
(for use with Lesson 102)
Phonics 2

1. grew

2. mildew

3. threw

4. permission



5. false

6. horse

7. The Great Lakes are in the northern part of the U.S. There are five lakes that make up the Great Lakes. The lakes are connected, so you can travel from lake to lake. They make up the world's largest body of fresh water. The lakes drain into the Atlantic Ocean.

a. Where are the Great Lakes?

b. How many lakes make up the Great Lakes?

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

Name _____

Saxon 103: Doubling Rule pt. 1

stop

drip

run

These are all _____ words. They are simple words that do not have anything added to them, such as a suffix.

List the 11 suffixes we have learned so far:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	

When a suffix is added to the end of a word, does it change its meaning?

Yes

No

When a suffix begins with a vowel (including y), we call it a vowel suffix. Put a v next to every suffix above where the first letter is a vowel.

We call suffixes that do NOT begin with a vowel consonant suffixes.

Look at the root words at the top again. See how they end in a vowel then a consonant? Underline the vowel and consonant endings.

Sometimes when you add a suffix to a root word, the last letter of the

root word needs to be _____.

stopping

dripping

running

There is a trick to knowing when this is needed. Here it is.

1. If the root word ends in a **vowel + consonant** pattern **AND**
2. The suffix is a **vowel** suffix,

then you double the last letter of the root word.

Let's try a few and add suffix -ing.

1. _____ 2. _____ 3. _____

Let try a few that DON'T work. Add suffix -ing.

1. _____ 2. _____ 3. _____

Why do these NOT need doubling? Add suffix -ing.

sleep_____

rain_____

look_____

They DO NOT need doubling because the root words end in a

_____ + consonant pattern. Be careful of these!!!!

Name _____

Teacher's Initials _____

Worksheet 103

(for use with Lesson 103)

Phonics 2

Doubling Rule

To begin, make:

1 check mark if a root word ends with **one** vowel and **one** consonant.

1 check mark if a suffix is a **vowel suffix**.

When finished:

If you have 2 check marks, **double the final consonant** before adding the suffix.

If you have only 0 or 1 check mark, just **add the suffix**.

☐ 1. tip + ☐ -ing = _____

☐ 2. slip + ☐ -ed = _____

☐ 3. hat + ☐ -less = _____

☐ 4. heat + ☐ -ed = _____

☐ 5. drip + ☐ -y = _____

☐ 6. cook + ☐ -ing = _____

☐ 7. sad + ☐ -est = _____

Name _____

Parent's Initials _____

Homework 103

(for use with Lesson 103)

Phonics 2

Doubling Rule

To begin, make:

1 check mark if a root word ends with **one** vowel and **one** consonant.

1 check mark if a suffix is a **vowel suffix**.

When finished:

If you have **2** check marks, **double the final consonant** before adding the suffix.

If you have only **0** or **1** check mark, just **add the suffix**.

☐ ☐
1. grub + -y = _____

☐ ☐
2. pat + -ed = _____

☐ ☐
3. grasp + -ing = _____

☐ ☐
4. hot + -est = _____

☐ ☐
5. trim + -ing = _____

☐ ☐
6. grip + -less = _____

Parents: Your child has been taught that suffixes can be categorized as either **vowel suffixes** or **consonant suffixes**, depending on the letter they begin with; that suffix *y* is considered to be a vowel suffix because it makes a vowel sound; and the **Doubling Rule**: if a root word ends with one vowel and one consonant, and you are adding a vowel suffix, double the final consonant before adding the suffix (e.g., *stop* + *-ing* = *stopping*).

Name _____

Spelling Sound Sheet 73
(for use with Lesson 104)
Phonics 2

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 104

(for use with Lesson 104)

Phonics 2

A cold is a tough illness to have. It can make you feel lousy. You can cough and sneeze and feel quite bad. If you had a cold and your mom or dad brought you cough drops, you might take some to see if they would help you quit coughing. It is thought that plenty of rest will make you feel better, though sometimes it just takes time until you are through with a cold.

1. How can a cold make you feel?

2. What might help your cough?

3. What should you do when you have a cold?

4. A good title for this story might be ...

Name _____

Parent's Initials _____

Homework 104

(for use with Lesson 104)

Phonics 2

Being sick is never fun, especially (ě spěsh' ů lē) when you must go to school. If your friend has a cold, try to stand back when he or she coughs so you do not catch a cold, too. If you do catch a cold, get plenty of rest and eat foods that are good for you. Keep your hands clean and don't rub your eyes or nose.

1. What should you do when your friend is sick?

2. Should you share a drink with someone who is sick?

3. What kinds of food should you eat when you are sick?

4. What should you do to your hands?

5. What should you not do to your eyes or nose?

Parents: Your child has been taught ten new sight words: bought, brought, busy, cough, done, rough, though, thought, through, tough. If your child has difficulty reading these words, make flash cards and review them daily.

Name _____

Spelling Sound Sheet 74

(for use with Lesson 106)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | |

Words

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

Sentence

Name _____

Teacher's Initials _____

Worksheet 106
(for use with Lesson 106)
Phonics 2

1. **barley**

2. **new**

3. **invasion**

4. **feather**



5. **raw**

6. **profit**

7. A chimney is a hollow opening at the top of a house leading to a fireplace. The chimney lets out the smoke that comes from the fire inside the fireplace. A chimney should be cleaned out so the soot inside the opening does not catch on fire.

a. Where are chimneys found?

b. Why do you need to clean chimneys?

Name _____

Parent's Initials _____

Homework 106

(for use with Lesson 106)

Phonics 2

1. kidney

2. valley

3. threw



4. discussion

5. sweater



6. cashew

7. Long ago (à gō'), small boys in England who cleaned the soot from chimneys were called "chimney sweeps." These boys would use brushes to sweep the soot out of the chimneys. They would get dirty with black soot when they did this.

a. Where did chimney sweeps live?

b. What did the chimney sweeps clean out of chimneys?

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

Name _____

Spelling Sound Sheet 75

(for use with Lesson 107)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | |

Words

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

Sentence

Name _____

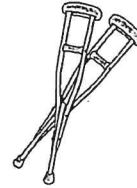
Teacher's Initials _____

Worksheet 107
(for use with Lesson 107)
Phonics 2

1. brushes

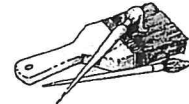
2. crutches

3. mixes



4. passes

5. beaches



6. parsley

7. Last week, Paul, Lesley, Shawn, and Ray called some people to get pledges, or promises (prǒm' ŭs ĭz), of money to help the needy. They will use the money to help buy food and shelter for the poor (pǒor).

a. What does "pledge" mean?

b. Who called some people?

Name _____

Parent's Initials _____

Homework 107
(for use with Lesson 107)
Phonics 2

1. wishes

2. patches

3. sixes



4. kisses

5. peaches



6. donkey

7. Janet had five scratches on her arm from the new cat, Fluffy, she got for her birthday. She had been wanting a cat for a long time.

a. What is on Janet's arm?

b. What is the cat's name?

Parents: Your child has been taught **suffix -es** and its meaning; **subject-verb agreement** (briefly); **singular** versus **plural**; and when to use suffix **-es** instead of suffix **-s**.

Name _____

Spelling Sound Sheet 76
(for use with Lesson 108)
Phonics 2

rough	c	guard	cough
done	bought	es	ck
busy	k	thought	through
tough	though	brought	ey

Words

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

New Learning

1. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 108

(for use with Lesson 108)

Phonics 2

1. value

2. suffixes

3. turkey

4. flew

5. expression

6. comfort

7. It is not nice to argue with people; however, lawyers argue cases every day. Sometimes, children argue with their moms or dads. Some parents think this is a sign that their child will become (bǐ kǔm') a lawyer.

a. What do lawyers do every day?

b. Do you argue with anyone? If so, who?

Name _____

Parent's Initials _____

Homework 108

(for use with Lesson 108)

Phonics 2

1. blue
2. rescue
3. dresses
4. crew
5. London
6. mission
7. London is the largest city in England. People who live in London may ride the subway, the underground railroad, or the bus. Famous (fā'mūs) landmarks in this city include the Tower of London and the London Bridge. They have kings and queens in London.
 - a. What is the largest city in England?

 - b. What landmarks is London known for?

Parents: Your child has been taught **digraph ue**, which is coded as follows: ue; that the digraph can make an /ōō/ sound, as in *glue*, or a /yōō/ sound, as in *cue*; and that the /yōō/ sound is more common and should be tried first.

Name _____

Spelling Sound Sheet 77

(for use with Lesson 109)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 109
(for use with Lesson 109)
Phonics 2

1. **humorous**

2. **poisonous**

3. **sisterly**

4. **caption**

5. **rudeness**

6. **pleasant**

7. Rain may not seem scary for drivers, but it can be. Roads become (bǐ kǔm') very dangerous when it first starts raining. Rain mixes with the oil on roads, causing slippery surfaces that can be very hazardous to drive on. Safe drivers slow down when it starts to rain so they can keep control (kǔn trōl') of their cars.

a. What mixes with rain to make roads slick?

b. How can drivers keep control in rain?

Name _____

Parent's Initials _____

Homework 109
(for use with Lesson 109)
Phonics 2

1. marvelous
2. prosperous
3. conversation
4. seesaw
5. sweetly
6. wound
7. Each year on the first of January (Jǎn' yŭ hwěr ē) we start a new year. This day is called New Year's Day and the night before (bǐ for') is known as New Year's Eve. It has become (bǐ kŭm') a tradition in our country to throw a party on one or both of these days. Most people are happy to get the chance to start a brand new year.

a. On what date is New Year's Eve?

b. What tradition do we have in our country?

Parents: Your child has been taught **suffix -ous** and its meaning.

Name _____

Spelling Sound Sheet 78
(for use with Lesson 111)
Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | |

Words

1. _____

2. _____

3. _____

4. _____

5. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 111

(for use with Lesson 111)

Phonics 2

1. release

2. promote

3. fairly

4. misses

5. squall

6. humane

7. Greenland is the largest island in the world. It is located in the Arctic Ocean and the Atlantic Ocean. These two oceans are connected by the Greenland Sea. It is quite cold in Greenland, and parts are frozen all year round. Greenland has mountains on the outside edge that help keep the middle part of Greenland frozen.

a. What is the largest island in the world?

b. What is on the outside edge of Greenland?

Name _____

Parent's Initials _____

Homework 111
(for use with Lesson 111)
Phonics 2

1. repair
2. protect
3. yearly
4. classes
5. squash
6. snail
7. People who live in Greenland are called "Greenlanders."
They speak Danish and Greenlandic. Cars are not the main form of transportation in Greenland. Mostly, people travel by sea, by air, or by dogsled. Some people grow a few crops for their own use. Other people fish and hunt. They fish for cod, shrimp, and salmon (săm' ũn), and they hunt for white and blue fox, polar bears, and seals.
 - a. How do Greenlanders travel?

 - b. What do Greenlanders hunt?

Parents: Your child has been taught a third way to divide a word that follows the "vcv" syllable division pattern—that is, after the vowel with the accent on the second syllable; and that the letters e, o, and u can make either schwa or long sounds when they are in open, unaccented syllables.

Name _____

Spelling Sound Sheet 79

(for use with Lesson 112)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | 48. _____ |

Words

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

Sentence

Name _____

Teacher's Initials _____

Worksheet 112

(for use with Lesson 112)

Phonics 2

1. **alike**

2. **divide**

3. **likely**

4. **discover**

5. **electric**

6. **twice**

7. Iceland is the second largest island in Europe (yöör' ūp). It was discovered in the year 800 by Irish explorers. It is located in the Atlantic Ocean. Iceland lies (līz) on top of volcanos that still erupt about every five years. Most of the land in Iceland is bare, but there are woodlands in a few places.

a. Who discovered Iceland?

b. What does Iceland lie on top of?

Name _____

Parent's Initials _____

Homework 112
(for use with Lesson 112)
Phonics 2

1. erupt
2. below
3. extreme
4. awake
5. divulge
6. volcano
7. Iceland has many short and swift rivers, and people who live in Iceland use these rivers for electric power. Some of this power is used for greenhouses that can even grow bananas. The outside edges of Iceland are about 32° in January (Jǎn' yŭ hwěr ē) and 52° in July. The middle part of Iceland is extremely cold!
 - a. What do the people in Iceland use for electric power?

 - b. Where is it coldest in Iceland?

Parents: Your child has been taught that when the letter *a* is in an open, unaccented syllable, it usually makes a schwa sound, as in *alarm*; and that when the letter *i* is in an open, unaccented syllable, it usually makes either a short sound or a schwa sound.

Name _____

Spelling Sound Sheet for Saxon 113:
-cious & -tious

1. _____

2. _____

3. _____

4. What suffix have we learned that sounds like the word *us*? _____

5. What digraph have we learned that makes the same sound as the *ti* and the *ci* in these new final, stable syllables? _____

Code:

The vicious dog ate the delicious ice
cream.

Color the hawk brown.

Read:

delicious
ferocious
gracious

spacious
vicious
ambitious

fictitious
nutritious
repetitious

Name _____

Teacher's Initials _____

Worksheet 113
(for use with Lesson 113)
Phonics 2

1. spacious
2. fictitious
3. elect
4. quote
5. monthly
6. jaw
7. A mule is a cross of a donkey and a horse. A mule can also be called a "hinny." It is much like a horse in size and body shape. It has a shorter, thicker head with long ears and the braying voice of a donkey.
 - a. What is a mule a cross of?

 - b. What does a mule's voice sound like?

Name _____

Parent's Initials _____

Homework 113

(for use with Lesson 113)

Phonics 2

1. gracious

2. infectious

3. erupt

4. quickly

5. fawn

6. suspicious

7. Mules are important farm animals because they can carry heavy loads. They can walk over rough ground and withstand harsh weather conditions. Sometimes, mules can be stubborn and not do what farmers ask them to do.

a. Why are mules important farm animals?

b. Are you ever as stubborn as a mule? If so, when?

Parents: Your child has been taught **final, stable syllables -cious and -tious**; and that the letters "ci" and "ti" often make the /sh/ sound when they are found in the medial position of multisyllabic words.

Name _____

Spelling Sound Sheet 80
(for use with Lesson 114)
Phonics 2

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Sentence

Name _____

Teacher's Initials _____

Worksheet 114
(for use with Lesson 114)
Phonics 2

Read the sentences and fill in the blanks with the words from the list at the bottom of the page.

1. We don't get to eat out very _____ because it costs so much.
2. The _____ on the front lawn said the house was for sale.
3. Apples, limes, plums, and peaches are different types of _____.
4. We get to _____ the mountain right after lunch.
5. When the weather gets _____, we can go swimming.

Word List:

climb

warm

sign

fruit

often

Name _____

Parent's Initials _____

Homework 114

(for use with Lesson 114)

Phonics 2

Read the sentences and fill in the blanks with the words from the list at the bottom of the page.

1. Jan could not swing high unless someone gave her a _____.
2. There are _____ kinds of food you should eat every day.
3. We like to exercise and play on the _____ with the dog.
4. We have to _____ in June because my mom got a new job.
5. I buy my dog bones, but he would rather chew on my _____.

Word List:

move

push

floor

certain

shoe

Parents: Your child has been taught ten new sight words: certain, climb, floor, fruit, move, often, push, shoe, sign, warm. If your child has difficulty reading these words, make flash cards and review them daily.

Name _____

Spelling Sound Sheet 81

(for use with Lesson 116)

Phonics 2

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 17. _____ | 33. _____ |
| 2. _____ | 18. _____ | 34. _____ |
| 3. _____ | 19. _____ | 35. _____ |
| 4. _____ | 20. _____ | 36. _____ |
| 5. _____ | 21. _____ | 37. _____ |
| 6. _____ | 22. _____ | 38. _____ |
| 7. _____ | 23. _____ | 39. _____ |
| 8. _____ | 24. _____ | 40. _____ |
| 9. _____ | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | |

Words

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

Sentence

Name _____

Teacher's Initials _____

Worksheet 116

(for use with Lesson 116)

Phonics 2

1. **magician**

2. **quotient**

3. **crucial**

4. **potential**

5. **optician**

6. **electrician**

7. Giraffes (jŭ răfs') are the tallest of all animals. Giraffes can grow over seventeen feet tall. Most giraffes have three horns that have skin covering them. There are two horns on top of the head and one between the eyes. Giraffes can hide well because they match the trees around them. They have long tongues (tŭngs) they use to pluck the leaves from trees.

a. How many horns do giraffes have?

b. What do giraffes use their tongues for?

Name _____

Parent's Initials _____

Homework 116
(for use with Lesson 116)
Phonics 2

1. **Martian**

2. **controversial**

3. **partial**

4. **social**

5. **spacious**

6. **efficient**

7. Giraffes live south of the Sahara in Africa. Their chief (chēf) source of food is leaves from mimosa and acacia trees. Giraffes can run as fast as thirty miles per hour when something scares them. Mother giraffes can have twins, though it is rare for this to happen. Giraffes can live as long as twenty years.

a. Where do giraffes live?

b. What do giraffes eat?

Parents: Your child has been taught more final, stable syllables that begin with the letters "ci," "si," or "ti" and that make the /sh/ sound. Some examples include "cial," "cian," "tian," "tient," "sial," and "sient."