



SHELL  
EDUCATION

Foundational Skills

# Phonics

for  
second Grade

Level

2



drum



cake



## **Table of Contents**

<b>Introduction and Research</b> .....	4
<b>How to Use This Book</b> .....	7
<b>Correlations to Standards</b> .....	8
<b>Letter Formation Guide</b> .....	10
<b>Activity Pages</b> .....	11
<b>References Cited</b> .....	86
<b>Answer Key</b> .....	87
<b>Contents of the Digital Resource CD</b> .....	94

# Developing Foundational Skills in Reading

*Foundational Skills: Phonics for Second Grade* has been written with second graders in mind! The pages in this book provide children practice with some of the foundational skills needed to be successful readers—phonics and word recognition.

There has been much written and said about phonics. All the talk has left questions about what phonics is and whether it should be taught. Simply put, phonics is the relationship between letters and sounds. When a child learns that the letter *s* makes the /s/ sound, that is phonics! Since children need to be able to figure out words in order to read, it is important that they understand the relationship between the letters that are on the page and the sounds the letters make (Chall 1995).

There has been much research to show that phonics needs to be explicitly taught and included in good reading programs. In fact, the National Reading Panel (2000) included phonics as one of the five essential components of reading instruction. The fact is that a large number of words in English do follow patterns and rules. Instruction and practice with phonics gives children an opportunity to develop their understanding of the relationship between letters and sounds. Additionally, researchers have found that phonic awareness is a strong predictor of later reading achievement (Juel 1988, Griffith and Gough 1986, Lomax and McGee 1987, Tunmer and Nesdale 1985).

But not all words can be figured out with phonics (Cook 2004). For example, the words *of* and *the* cannot be sounded out with knowledge of letter and sound relationships. There are several word lists that have been compiled of words that occur in print with high frequency, and many of these words do not follow patterns and rules (Fry and Kress 2006). Children need to know other ways to read or figure out words that they cannot apply phonics to, such as recognizing words by sight or using context. For this reason, practice with frequently occurring, grade-level-appropriate sight words is an important component of reading.

This book provides children with many opportunities to practice key skills in both phonics and word recognition. Practicing these skills help build the foundation for successful readers. And although the traditional saying is “practice makes perfect,” a better saying for this book is “practice makes successful readers.”


# Long and Short Vowel Mixed Review


Name: \_\_\_\_\_ Date: \_\_\_\_\_


**Directions:** Name each picture. Write the correct word and if the vowel sound is long or short.

## Word Bank


rake      tree      ~~vest~~  
truck      lock      vine

1.   short  
 long  
vest

2.   short  
 long  
\_\_\_\_\_

3.   short  
 long  
\_\_\_\_\_

4.   short  
 long  
\_\_\_\_\_

5.   short  
 long  
\_\_\_\_\_

6.   short  
 long  
\_\_\_\_\_

# Inflectional Endings *-ing* and *-ed*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add *-ing* and *-ed* to each word. Then practice reading the words.

	<i>-ing</i>	<i>-ed</i>
1. play	playing	played
2. need		
3. paint		
4. float		
5. scream		
6. mail		

# Mixed Review

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Circle the word that rhymes with the word in the first box.

1. go	show	dog
2. night	mitt	kite
3. buy	big	try
4. eight	late	hat
5. high	fry	fine
6. slow	do	so