



# Grade 2 Sample

Explore how *Saxon Reading Foundations* supports explicit, systematic phonics instruction.





***Saxon Reading Foundations*** K-2 is a success-oriented program that explicitly teaches phonological and phonemic awareness, phonics, and fluency in a way that is supported by scientific research and has been proven effective by years of classroom success. *Saxon*® utilizes a research-based approach to teaching foundational reading skills, incorporating the latest principles from cognitive science and proven methods in early literacy instruction. This approach has consistently proven to be effective for students of diverse ability levels, ensuring success in developing their literacy skills.

## What's Inside

- 03** Grade 2, Lesson 11 Sample
- 14** Student Worksheet Sample

**Grade 2**  
**Lesson 11**  
Sample

# Digraph ck

## NEW CONCEPTS

- reading and spelling with digraph ck
- consonant digraphs
- spelling the /k/ sound with ck
- silent letter
- final



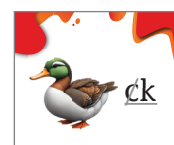
## LESSON PREPARATION

### MATERIALS

- Alphabet Handwriting Strips
- Review Decks
- Letter Card 26
- Picture Card 31
- Spelling Card 17
- Spelling Rule Wall Card 2
- Spelling and High-Frequency Word Practice 11
- ◆ Spelling Word List 2
- Worksheet 11
- Kid Card Decks
- tokens



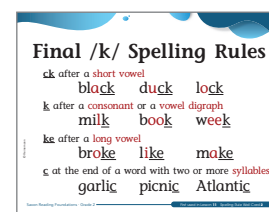
Letter Card 26



Picture Card 31



Spelling Card 17



Spelling Rule Wall Card 2

### BEFORE CLASS

- Cover all the rules except "ck after a short vowel" on **Spelling Rule Wall Card 2**.
- Add **Blue Cards 153–164**, **Red Cards 36–41**, and **Purple Cards 36–41** to the **Kid Card Decks**.



## MULTILINGUAL LEARNER SUPPORT

**CONNECT TO MEANING** **Light** Give context sentences for sight words to connect the words to their meanings: *"I wonder who left this jacket here."*

## Lesson Warm-Up

### Language/Alphabet Activity

**OBJECTIVE:** To review facts about the alphabet

- Seat children at their desks.

*"Let's see if we remember some facts about the alphabet. What is an alphabet?"* a set of symbols representing sounds

*"How many letters are in our alphabet?"* 26

*"Which alphabet do we use?"* Roman, or Latin, alphabet

*"How many sounds are in our language?"* at least 40

*"What are the smaller parts that make up our words?"* letters or syllables

*“What two kinds of letters make up our alphabet?”*    **vowels and consonants**

*“Let’s name the vowels together.”*    **a, e, i, o, u**

*“The rest of the letters are called \_\_\_\_\_?”*    **consonants**

*“Look at the alphabet handwriting strip on your desk. Please place your pointer finger on A, and let’s say the alphabet together. Always point to each letter on your alphabet handwriting strip as we say its name.”*

- Recite the alphabet with children. Walk around the room and make sure that children are pointing to the correct letters, particularly those children who have learning difficulties.

## Daily Letter and Sound Review

**OBJECTIVE:** To practice letter recognition and letter sounds

- Quickly review **Letter Cards 1–25**. Have children name each letter.
- Quickly review **Picture Cards 1–30**. Have children name each keyword and sound.
- Show children **Sight Word Cards 1–25** in random order. Ask them to read each word.
- Using the results indicated on the **Sight Word Evaluation Form**, select individual children to spell those sight words they have not yet mastered. Choose a few children every day.

## Spelling Review

**OBJECTIVE:** To practice spelling letter sounds and words

- Seat children where they can write comfortably. Distribute **Spelling and High-Frequency Word Practice 11**.
- Make sure children are working on the side with the name line.
- Quickly review **Spelling Cards 1–29**. Children should echo the sounds, name the letter(s) that make(s) them, and write their spelling responses on lines 1–29.

*“Turn your paper over. Let’s practice spelling some words. Put your finger next to #1. Spell the word swam.”*

- Repeat with #2 (west) and #3 (drop).



**NOTE:** Children may always refer to the wall cards or their **Student Spelling Dictionary and Reference Booklet** when spelling.

- Spell each word out loud after children have had time to write it so they can check and correct their work immediately.

*“Now let’s practice spelling some sight words. Put your finger next to #4. Spell the word eight.”*

- Repeat with #5 (do) and #6 (who).
- Distribute **Spelling Word List 2**.

*“These are the spelling words we’ll have on our test (Friday). Take these home and practice them.”*

- Have children take their spelling lists home at the end of the day.
- Have children set their practice sheets aside for use later in the lesson.

## New Increment: Digraph **ck**

*“Echo these words and listen to the sound at the end of the words: back, lock, tuck, neck.”* back, lock, tuck, neck

*“What sound do you hear at the end of these words?”* /k/

*“Look at these words and see what is making that sound.”*

- Write the words on the board.

back lock tuck neck

*“What is making the /k/ sound?”* c and k

*“Does anyone know what ck is called?”* a digraph (but various answers if students did not have Phonics K or Phonics 1)

*“Ck is called a digraph.”*

*“A digraph is two letters that come together to make one sound.”*

- Repeat this definition using the following hand signals:

*“A digraph is two letters ...”* (Hold up one finger on each hand with your hands apart.)

*“... that come together ...”* (Slowly bring the two fingers together.)

*“... to make one sound.”* (Hold up only one finger.)

- Have children repeat this definition with you.

*“We code digraphs by underlining them.”*

- Underline the ck’s:

back lock tuck neck

*“There are two kinds of digraphs, consonant digraphs and vowel digraphs.”*

*“Digraph ck is a consonant digraph because it is made up of consonants.”*

*“Let’s finish coding these words.”*



*“How do we code the vowels?”* breves; short

*“Why?”* because they are followed by consonants

- Code the vowels with breves:

bäck löck tück neck

- Point to back.

*“Who can read this word?”*

- Call on a different child to read each word and use it in a sentence.

*“We’ll be talking more about these words a little later in the lesson.”*

- Leave the words on the board for use later in the lesson.

## New Deck Cards for Digraph ck

- Hold up **Letter Card 26**.

*“What is this called?”* digraph ck

*“That’s right. Whenever you see this card, you should say digraph ck.”*

- Hold up **Picture Card 31** but do not let anyone see the picture.

*“I have a card with a picture on it that will help us remember the /k/ sound of digraph ck. I’m going to describe it to you. Raise your hand if you think you know what it is, but please don’t say it out loud.”*

*“This is a bird with short legs and webbed feet. It likes to swim in lakes and ponds. It says quack. What do you think it is?”*

- Call on various children to see if they have discovered that the answer is *duck*. You may stop the riddle at any time if children have discovered the answer.

*“The keyword is duck and the sound we’ve learned is /k/.”*

*“The word duck helps us remember the /k/ sound because it ends with /k/.”*

- Show children **Picture Card 31**.

*“Does anyone know why the letter c is crossed out on this picture card?”* various answers

*“This c is crossed out because the letters in a digraph only make one sound. In digraph ck, the sound is /k/. The letter c doesn’t make a sound, so we cross it out.”*

*“Whenever letters do not make any sound, we call them silent letters. We code silent letters by crossing them out.”*

- Point to the words on the board.

*“These words are not completely coded yet because we still need to cross out the letter c.”*



Letter Card 26



Picture Card 31

- Cross out the c in each digraph:

bäck löck tück neck

*“Get out your Spelling and High-Frequency Word Practice sheet.”*

- Hold up **Spelling Card 17** so that only you can see what is written.

*“Echo this sound: /k/. ” /k/*

*“How do we spell the /k/ sound?” k comma c*

- Point to the words written on the board.

*“How do we spell the /k/ sound in these words?” ck*

*“Where is the ck in these words?” at the end*

*“What kind of vowel is before the ck?” short vowel*

*“Look at this rule card and see if it makes sense.”*

- Hold up **Spelling Rule Wall Card 2**.

*“A word that ends with the /k/ sound after a short vowel is usually spelled with the letters ck.”*

*“From now on, whenever I ask you how to spell the /k/ sound, we need to include the ck. So you will respond k comma c final digraph ck.”*

- Write the new response on the board:

k, c || ck

*“This is how you write what I just said.”*

- Point to the two lines.

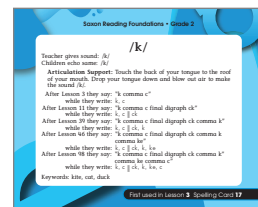
*“These lines stand for final position. The word final means ‘at the end.’ We put these lines before the ck because these letters are found at the end of words.”*

*“Write this on your Spelling and High-Frequency Word Practice sheet by #30.”*

- Allow time for children to do this.
- Post **Spelling Rule Wall Card 2** in a location that is clearly visible to every child.



**NOTE:** The two new cards should be added to the **Review Decks** (and **Spelling Card 17** should be reinserted).



**Spelling Card 17**



**Spelling Rule Wall Card 2**



## Spelling with Digraph ck

- Have children turn their practice sheets to the side with the New Words box.

*“Let’s practice spelling new words with digraph ck. Put your finger next to #7. Spell the word pick.”*

- Repeat with #8 (clock) and #9 (black).
- Spell each word out loud after children have had time to write it so they can check and correct their work immediately.
- Have children take their practice sheets home at the end of the day.

## Application and Continual Review

### Boardwork

*“Let’s practice coding some words like the ones you’ll have on your worksheet today.”*

- Write the following word on the board:

nutmeg

*“Look at this word. Who can tell me how to code it?”*

- Call on volunteers. The word should be coded as follows:

nŭt | mĕg  
v c | c v

*“Who can read this word?”*

- Call on a child to read the word and another child to use the word in a sentence.
- Repeat this procedure with the words so and duck:

sō

dŭck

- Leave the words on the board for children to refer to when completing their worksheets.

## Worksheet

- Seat children where they can write comfortably. Distribute **Worksheet 11**.

*“Turn your paper to the worksheet side.”*

- Make sure children turn to the correct side.

*“Code the words on this page and then read them to yourself.”*

*“When you finish, look at the pictures and draw a line from each picture to a matching word.”*

- As children work, provide help as needed. Have each child correct any incorrect answers.



**NOTE:** Always make sure that each child’s worksheet is corrected before sending it home. The worksheet serves as a guide to help children and guardians complete the homework.

- Try to call each child to your desk at some time during the day to read some or all of the words on the worksheet, or let children read and listen to each other.

## Homework

*“Turn your paper over to the homework side. This is the side that you will do at home tonight.”*

*“Code and read the words by #1–6, and then draw lines from the pictures to the matching words.”*

*“If you need help coding the words, look on the worksheet side at the examples we did in class today.”*

*“When you finish, read the words to someone at home.”*

*“Remember to also read and spell the words in the High-Frequency Word Box on your Spelling and High-Frequency Word Practice sheet to someone at home. Then bring the practice sheet back to school.”*

- Have children take their worksheets home at the end of the day.

# Classroom Practice

Throughout the week, continue playing appropriate **Kid Card** games and other activities to reinforce areas in which children need practice. Refer to the **Resources for Differentiation Guide** for specific directions to each game.

OPTIONS FOR DIFFERENTIATION		
● SUPPORT	■ REINFORCE	▲ EXTEND
<p>For children who struggle to connect the sound /k/ with the letters <i>ck</i>, have them distinguish between words that end with /k/ and words that do not.</p> <ul style="list-style-type: none"> <li>• Gather <b>Blue Kid Cards 6</b> (<i>big</i>), <b>13</b> (<i>him</i>), <b>15</b> (<i>hit</i>), <b>19</b> (<i>jog</i>), <b>25</b> (<i>met</i>), <b>153</b> (<i>back</i>), <b>157</b> (<i>deck</i>), <b>159</b> (<i>dock</i>), <b>161</b> (<i>kick</i>), and <b>163</b> (<i>luck</i>).</li> <li>• Shuffle the cards and place them face down on a table. Have each child take turns to draw a card and tell you if the word ends with the sound /k/. If it does, ask them to point out the letters that make the /k/ sound.</li> <li>• Ask the child who chose the card to blend and read the word.</li> <li>• Ask the rest of the children to give a thumbs-up if the word is read correctly or a thumbs-down if there is an error. If necessary, point out the error.</li> <li>• Have children read the word chorally.</li> <li>• Continue until all the cards have been drawn.</li> </ul>	<p>For children who are learning to spell the /k/ sound with <i>digraph ck</i>, have them spell words with the /k/ sound.</p> <ul style="list-style-type: none"> <li>• Distribute <b>Orange Kid Cards</b> to each child equally until the entire alphabet set has been distributed.</li> <li>• Say a word that contains the /k/ sound (for example: <i>lock</i>).</li> <li>• Ask each child who has a letter card that can be used to spell the word <i>lock</i> to stand.</li> <li>• Choose one child for each letter in the word to come to the front of the room. Have the rest of the children sit back down.</li> <li>• Help the standing children line up in the order that will make their letter cards spell the word. Children in line should face the class so seated children can read the word.</li> <li>• Have seated children point to the letters that make the /k/ sound in each word.</li> <li>• Have all children read the word chorally.</li> <li>• Repeat with other words (for example: <i>cat, sick, tack, cob, kit, duck, kid, cut, back, cab, deck, pick</i>). (For more words with the /k/ sound, see the <b>Reading Word List</b>.)</li> </ul>	<p>For children who have mastered spelling the /k/ sound using <i>digraph ck</i>, have them recognize the different spellings of /k/ in controlled text.</p> <ul style="list-style-type: none"> <li>• Have children partner up. Pass out handwriting paper to each child.</li> <li>• Distribute <b>Fluency Passage 7</b> to partners along with three different colors of mini sticky notes. Explain that children will use a different color sticky note to identify <i>c</i>, <i>k</i>, and <i>ck</i>—letters that make the /k/ sound.</li> <li>• Have partners take turns placing one color sticky note under words with the letter <i>c</i> that makes the /k/ sound, another color under words with the letter <i>k</i> that makes the /k/ sound, and the third color under words with <i>digraph ck</i> that makes the /k/ sound.</li> <li>• Have children write each word they find in the text that contains the /k/ sound on their handwriting paper.</li> <li>• Have each child read aloud one or two of the words they found in the text.</li> </ul>

# School/Home Reinforcement

Send the following home with children at the end of the day:

- Spelling and High-Frequency Word Practice 11
- Spelling Word List 2
- Worksheet 11

Name \_\_\_\_\_

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. _____

Saxon Reading Foundations 2 **SPELLING AND HIGH-FREQUENCY WORD PRACTICE 11**

Name \_\_\_\_\_

**Review Words**

1. s w a m
2. w e s t
3. d r o p

**New Words**

7. p i c k
8. c l o c k
9. b l a c k

**Sight Words**

4. e i g h t
5. d o
6. w h o

High-Frequency Word Box

	Read	Spell		Read	Spell
we	<input type="checkbox"/>	<input type="checkbox"/>	hi	<input type="checkbox"/>	<input type="checkbox"/>
be	<input type="checkbox"/>	<input type="checkbox"/>	at	<input type="checkbox"/>	<input type="checkbox"/>
go	<input type="checkbox"/>	<input type="checkbox"/>	no	<input type="checkbox"/>	<input type="checkbox"/>
he	<input type="checkbox"/>	<input type="checkbox"/>	cut	<input type="checkbox"/>	<input type="checkbox"/>

**PARENT/GUARDIAN NOTE**  
Please have your student read and spell the high-frequency words above. Check the boxes next to each word your student reads or spells successfully, and assist them with any remaining words. Have your student practice the words until they can easily read and spell each one.

Saxon Reading Foundations 2 **SPELLING AND HIGH-FREQUENCY WORD PRACTICE 11**

Name \_\_\_\_\_

**Spelling Words**


1. just	11. fad
2. tax	12. twig
3. drift	13. me
4. let	14. flat
5. pest	15. cut
6. red	16. stop
7. spot	17. rot
8. snap	18. fed
9. man	19. sled
10. trip	20. strap

For use with or after Lesson 11 • Saxon Reading Foundations 2 **SPELLING WORD LIST 2**

Name \_\_\_\_\_

### Digraph ck

1. b l ö ck
2. t r ä ck
3. k l i ck
4. w e
5. b ö n ck t
6. r ä ck




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Saxon Reading Foundations 2

WORKSHEET 11

### Digraph ck

1. t r ü ck
2. s t i ck
3. s t ä ck
4. b ö b ck n
5. m ē
6. f l ö ck



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Saxon Reading Foundations 2

HOMEWORK 11

**PARENT/GUARDIAN NOTE**  
 Your student 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 (ö); and that in a one-syllable word that ends with a /k/ sound after a short vowel, /k/ is usually spelled with ck. Please have them code and read each word, then use the word in a sentence.

**Student  
Worksheet**  
Sample



Name \_\_\_\_\_

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. \_\_\_\_\_

## Review Words

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

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

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

## New Words

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

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

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

## Sight Words

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

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

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

### High-Frequency Word Box

we

Read Spell

☐☐

hi

Read Spell

☐☐

be

☐☐

at

☐☐

go

☐☐

no

☐☐

he

☐☐

cut

☐☐

### PARENT/GUARDIAN NOTE

Please have your student read and spell the high-frequency words above. Check the boxes next to each word your student reads or spells successfully, and assist them with any remaining words. Have your student practice the words until they can easily read and spell each one.

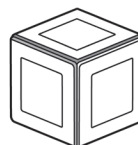
Name \_\_\_\_\_

## Digraph ck

1. b l o c k



2. t r a c k



3. c l i c k



4. w e

5. b o n n e t

6. r a c k

# Digraph ck

1. t r u c k

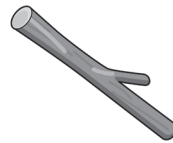


2. s t i c k



3. s t a c k

4. b o b b i n



5. m e

6. f l o c k

## PARENT/GUARDIAN NOTE

Your student 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 in a one-syllable word that ends with a /k/ sound after a short vowel, /k/ is usually spelled with **ck**. Please have them code and read each word, then use the word in a sentence.

Name \_\_\_\_\_

## Spelling Words

1. just

11. fad

2. tax

12. twig

3. drift

13. me

4. let

14. flat

5. pest

15. cut

6. red

16. stop

7. spot

17. rot

8. snap

18. fed

9. man

19. sled

10. trip

20. strap



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