

# Kolbe Academy Home School

## GRADE TWO PHONICS *Phonics B*

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**COURSE TITLE:** Phonics

**COURSE TEXTS:** *Phonics Book B, Pearson Learning, 2012*  
*Kolbe Academy Answer Key to Phonics Book B, 2012, Optional*  
*Resource Manual for Pearson Learning Phonics Book B, 2012, Optional*

**COURSE DESCRIPTION:**

Grade Two phonics brings the student into the new areas of hard and soft c and g, r-controlled vowels, plurals, suffixes, vowel digraphs, diphthongs, prefixes, synonyms, antonyms, homonyms, and syllabication.

*Phonics B* begins with easy material, and the child should be able to complete most of the work with very little help. Teach the child to read the instructions and follow the directions. At first this may be challenging, but developing this skill at an early age will be of great value as the child progresses academically.

Much in the phonics book reinforces what the student learns in English and Spelling. Because children sometimes forget, this is a good thing. We recommend that you do not tear out the pages of the phonics book because if there is a need to review a concept, the student will not be able to look back and find where it was introduced.

**SCOPE AND SEQUENCE:**

**Quarter 1**

1. Critical Thinking
2. Initial, Final & Medial Consonants/Spelling
3. Phonics & Writing
4. Short Vowels

**Quarter 2**

1. Long Vowels
2. Words in Context
3. Phonics & Reading
4. Phonics & Writing
5. Phonics & Spelling
6. Compound Words
7. Hard & Soft c & g
8. Y as a Vowel

**Quarter 3**

1. Consonant Digraphs
2. Phonics & Reading
3. Phonics & Writing
4. R-Controlled Vowels
5. Words in Context
6. Contractions
7. Endings & Suffixes

**Quarter 4**

1. Vowel Pairs
2. Vowel Digraphs
3. Diphthongs
4. Synonyms
5. Antonyms
6. Homonyms
7. Words in Context

### COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Pearson Learning Phonics B* is represented by the abbreviation **PB**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This phonics course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over before teaching the subjects and make sure you review the material in the tests throughout the quarter.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your second grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
Book	Weekly Breakdown	Goals and Notes for the Week and Year		
PB	Pages 5-11	Review of capital and lowercase letters and short vowel sounds		
<p>Help the student read the directions, which are very self-explanatory. Make sure the student understands what each picture is before the work is begun. After the names of the pictures are known, the child should be able to do the work independently with very few exceptions throughout the book. In Week one, the student will be working on the recognition of beginning, ending, and middle consonants in words and the sounds they represent.</p>				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	PB Do pages 5-6	<input type="checkbox"/>	Read the instructions on page 6 before reading poem on page 5.	
DAY 2	PB Do pages 7-8	<input type="checkbox"/>	Review with the student capital and lowercase letters before assigning the work. Tell the names of the pictures. Pictures on p. 7: hand, fish, box, wagon, goat, kite, dinosaur, pillow, moon, zebra, robot, volcano, sock, lamp, car, ten. Pictures on p. 8: tie, pig, sun, ball, pin, cap, fire, hive, ram, jet, bug, log, map, web, zoo, key.	
DAY 3	PB Do pages 9-10	<input type="checkbox"/>	Tell the names of the pictures before assigning work. Pictures on p. 9: soap, box, ram, bat, seal, truck, pen, book, star, glass, bib, bug, gum, log, nail, bag. Pictures on p. 10: map, web, dog, bed, sail, cup, sun, bus, hat, leaf, box, drum, lid, bowl, bird, jar.	
DAY 4	PB Do pages 11	<input type="checkbox"/>	This exercise can be confusing for some children. When the child is finished, you can play a game with the words, i.e., in #1. Change the m in mat to r, to s, top, etc.	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Pages 5-6	<input type="checkbox"/>			
Pages 7-8	<input type="checkbox"/>			
Pages 9-10	<input type="checkbox"/>			
Page 11	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 1 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>

◆ COURSE PLAN ◆

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
PB	Pages 12-18	Short vowel sound, middle consonant sounds, critical thinking, and writing skills		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	PB Do pages 12	<input type="checkbox"/>	Explain carefully the directions on p. 12. Pictures on p. 12: dog, fan, nut, web, gum, mop, pig, ram, bed, top, bat, ten.	
DAY 2	PB Do pages 13-14	<input type="checkbox"/>	This may be challenging for some students. The middle sound they should write is a consonant sound. You may want to give examples before assigning the work. Pictures on p. 13: ladder, robot, balloon, mitten, butter, ruler, kitten, wagon, zipper, camel, hammer, carrot, button, pillow, letter, tiger. Pictures on p. 14: radio, spider, tiger, peanut, seven, camel, dragon, cabin, boxes, lemon.	
DAY 3	PB Do pages 15-16	<input type="checkbox"/>	Page 15. Instruct the student to unscramble the letters to make words that fit into the sentences. When finished, have him re-read all of the sentences; then answer the question at the bottom of the page orally. Page 16. This may be a bit challenging for a student who has not written paragraphs, stories, etc., but it is a great introduction to written composition. You may help as much as necessary for the assignment to be completed. Correct but do not grade the work. Point out all mistakes explaining that we learn from our mistakes. Encourage the student to write a paragraph every day.	
DAY 4	PB Do pages 17-18	<input type="checkbox"/>	These pages should be fun.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Page 12	<input type="checkbox"/>			
Pages 13-14	<input type="checkbox"/>			
Pages 15-16	<input type="checkbox"/>			
Pages 17-18	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 2 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>

◆ COURSE PLAN ◆

WEEK 3				
Book	Weekly Breakdown	Goals and Notes for the Week		
PB	Pages 19-25	Checkup on previous material, critical thinking, short vowel rule, short vowel a, rhyming words		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	PB Do pages 19-20	<input type="checkbox"/>	Checkup on beginning, middle, and final consonant sounds and rhyming words.	
DAY 2	PB Do page 21-22	<input type="checkbox"/>	Read the instructions on p. 22 before reading and discussing the story and discuss on p. 21. Have the student tell his ideas in complete sentences.	
DAY 3	PB Do page 23	<input type="checkbox"/>	It is important that the student memorize, understand, and apply the rules in the book, the first of which is on p. 23. Reinforce the short vowel rule in reading, spelling, etc. and especially when new words are introduced. Short vowel 'a' words. Pictures: hand, bat, lamp, bag, cap, ant, map, cab, ram.	
DAY 4	PB Do pages 24-25	<input type="checkbox"/>	Review rhyming words before assigning the work on p. 24 and 25.	
Week 3 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Pages 19-20	<input type="checkbox"/>			
Pages 21-22	<input type="checkbox"/>			
Page 23	<input type="checkbox"/>			
Pages 24-25	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 3 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>