

Kolbe Academy Home School

GRADE TWO SPELLING

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COURSE TITLE: Spelling

COURSE TEXTS:

See lesson plan for spelling lists each week.

Macmillan Children's Dictionary, Simon and Schuster, 2007, Optional

COURSE DESCRIPTION:

Grade Two spelling develops the student's capacity to pronounce, spell, use, look up in the dictionary, and understand the definitions of words. Help the child to break words into syllables; yes-ter-day is easier to remember than when it is all together. Point out unusual spellings, especially those that are sight words.

A child's dictionary is recommended in the second semester. When using the dictionary, instruct the student to look at the guide words at the top of the page to help in finding the word. At first using the dictionary is challenging for most children, but the more it is used the easier it becomes. It is great preparation for the future grades.

If your student needs more challenging words, assign words from *The Catholic National Reader* in addition to those in the list or use the list on page 3 of the syllabus to supplement.

COURSE OBJECTIVES:

- ❖ To master the spelling of the Grade Two word lists.
- ❖ To successfully apply the correct spelling and usage of learned words in writing activities.

SKILLS TO BE DEVELOPED:

- ❖ visual discrimination between words
- ❖ auditory discrimination of words
- ❖ ability to spell the listed words
- ❖ ability to use the listed words in complete sentences
- ❖ ability to find the listed words in the dictionary and copy the definitions
- ❖ become familiar with spelling rules listed at the end of this course plan (page 52).

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.**

Each weekly spelling list is given in the first rows of the week's daily course plan. Any teaching tips or notes are summarized below the list. 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.

On Day 1 assign the words; Day 2 review; Day 3 give a pre-test; Day 4 exam. Beginning in the third quarter the student will be responsible for looking the words up in the dictionary and writing down the definitions.

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 home schooling and not as a hindrance. It includes a cumulative list of assignments from the week's course plan as well as space for additional assignments, if needed. You may give both a formal grade and an applied grade in spelling. The formal grade will be the grade the student received on the written test. The applied grade can be calculated on the student's spelling in all subjects. Give 100% at the beginning of the week and deduct 1% for each misspelled word on daily work in all subjects. The deductions should be given on words the student should know how to spell and ones that could easily be copied, but not on words misspelled when trying to enhance written work with above level vocabulary. Average the two grades for the final grade for the week. **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 spelling 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. **Instructions for the quarterly Spelling exam are given in Week 9 of each 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.

SUPPLEMENTAL WORDS:

Here are some extra words, which may be used for extra credit or as a challenge for the student. If the student is easily mastering spelling you can select from this list to add to the assigned list. You may also extract words from *The Catholic Reader* or other subjects if necessary to broaden the student's spelling prowess. The student should be able to apply spelling rules to challenging words.

o'clock	power	onion	hour	lightning	problem
until	pony	ponies	daisy	daisies	throw
threw	through	leather	breath	breathe	thread
polite	weather	whether	feather	shower	pouch
south	surprise	noisy	noisier	noisiest	leak
order	annoy	scratch	itch	itches	rascal
idle	wicked	field	grateful	gratefully	naughty
danger	greedy	greedier			

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1					
because	alike	person	alive	among	another
alone	shirt	apart	apple	arm	army
Goals and Notes for the Week					
<p>The instructions outlined below in Days 1-4 of the Parent Daily Guidelines should be used every week until the third quarter where different instructions are given. Point out: because: The 'au' says 'aw', and it has a 'no job silent 'e'. Make sure it is pronounced correctly. Alike, alive, among, alone, and apart all have the fourth sound of 'a', which is 'uh'. Apple has a silent 'e' because each syllable must have a vowel. Person has the 'er' phonogram, and shirt has the 'ir' phonogram. This is something one just needs to remember because there are so many ways to make the 'er' sound. Arm and army both have the 'ar' sound. The 'y' in army has the fourth sound or long 'e' sound.</p>					
<div style="border: 1px solid black; padding: 2px; width: 100px; float: left; margin-bottom: 5px;">Notes</div>					
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines		
DAY 1	Write each word in your spelling list 5 times	<input type="checkbox"/>	Assign this week's words. Write each word on the board or a piece of paper. Define the word in simple terms and explain why it is spelled the way it is. Also, it is good to observe the neatness and formation of letters and encourage the student to do his best writing. Have the student write each word five times.		
DAY 2	Study your spelling list	<input type="checkbox"/>	Review word list with the student and give an oral test over the words to help the student review.		
DAY 3	Take the spelling pre-test	<input type="checkbox"/>	Give a written spelling Pre-test. After you have given all of the words, have the student write each word in an original sentence. He may have help in the Pre-test. Do not give a grade on the Pre-test. If the student misspells any word, explain the correct spelling and have him write the word(s) five times each.		
DAY 4	Take the spelling test	<input type="checkbox"/>	Give the spelling test. Say each word slowly and carefully. After you have given all of the words, have the student write each word in an original sentence. If the student misspells any word, explain the correct spelling and have him write the word(s) five times each. The misspelled words should be included with next week's spelling list.		

◆ COURSE PLAN ◆

Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Spelling test (Formal grade)	<input type="checkbox"/>			
Applied spelling grade	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 1 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%

WEEK 2					
bark	party	ashes	asleep	awake	they
bear	bare	heard	herd	beach	maybe
Goals and Notes for the Week					
Point out: bark, party – ‘ar’ sound party – ‘y’ has the long ‘e’ sound; ashes – you hear the ‘e’; asleep, awake – ‘uh’ sound; bear – the animal, bare – lacking covering; heard – contains the word “hear” and is the past tense of the word ‘hear’; herd – as of cows					
Notes					
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines		
DAY 1	Write each word in your spelling list 5 times	<input type="checkbox"/>	Assign this week’s words. Write each word on the board or a piece of paper. Define the word in simple terms and explain why it is spelled the way it is. Also, it is good to observe the neatness and formation of letters and encourage the student to do his best writing. Have the student write each word five times.		
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Week 2 Grade Book					
Assignments		Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Spelling test (Formal grade)		<input type="checkbox"/>			
Applied spelling grade		<input type="checkbox"/>			
Other:		<input type="checkbox"/>			
Other:		<input type="checkbox"/>			
Week 2 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =				%

WEEK 3					
became	become	lunch	only	plant	quick
was	save	before	begin	began	begun
Goals and Notes for the Week					
Point out: begin – present tense, began – past tense, do not use a helping verb. begun – past participle, needs a helping verb; was is a non-phonetic sight word.					
Notes					
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines		
DAY 1	Write each word in your spelling list 5 times	<input type="checkbox"/>	Assign this week's words. Write each word on the board or a piece of paper. Define the word in simple terms and explain why it is spelled the way it is. Also, it is good to observe the neatness and formation of letters and encourage the student to do his best writing. Have the student write each word five times.		
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DAY 4	Take the spelling test	<input type="checkbox"/>	Give the spelling test. Say each word slowly and carefully. After you have given all of the words, have the student write each word in an original sentence. If the student misspells any word, explain the correct spelling and have him write the word(s) five times each. The misspelled words should be included with next week's spelling list.		
Week 3 Grade Book					
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)	
Spelling test (Formal grade)	<input type="checkbox"/>				
Applied spelling grade	<input type="checkbox"/>				
Other:	<input type="checkbox"/>				
Other:	<input type="checkbox"/>				
Week 3 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%	