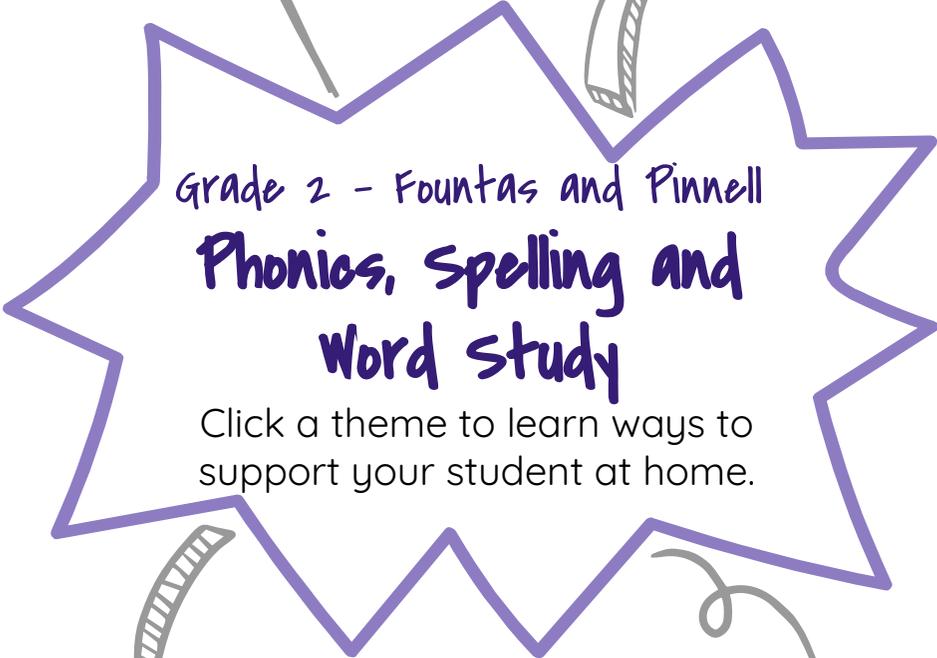


Theme 1

August - November

Theme 2

November - February



Grade 2 - Fountas and Pinnell
**Phonics, Spelling and
Word Study**

Click a theme to learn ways to support your student at home.

Theme 3

February - April

Theme 4

April - June



THEME 1

Students are learning to...

At home you can...

expand understanding of the use of double consonants (i.e. **add**, **jazz**, **sell**, **kitten**, **dinner**).

use chalk to write words with double consonants on the sidewalk or driveway. Have your child read the word and circle the double consonants.

expand understanding of consonant clusters that blend two (i.e. **sting**, **swim**, **brush**, **bend**, **trunk**) or three sounds (i.e. **strap**, **splash**, **spring**).

have your child hunt through magazines and newspapers to locate and cut out words with consonant clusters. Together, you can create a book with a page for each cluster and the words that include that group of consonants.

read and write short vowel patterns (VC – **hat**, **jet**, **sip**, **pot**, **mug**; VCC – **pest**, **fast**, **dash**, **king**, **pink**) in words.

point out words with letter patterns for short and long vowel sounds as you read with your child.

read and write long vowel patterns (silent e – i.e. name**e**, lime**e**; y – i.e. happy**y**, family**y**, sky**y**, cry**y**; VCe – i.e. cake**e**, pine**e**, phone**e**; VVC – i.e. good**oo**, seat**ea**, boat**oa**) in words in one- and two-syllable words.

apply word-solving actions and study routines for reading and writing words.

have children point out challenging words as they are reading. Together, identify the familiar parts to say the word. Brainstorm other words with similar parts (i.e. **sing** – **bring**, **running** – **sitting**).



Students are learning to...

At home you can...

apply word-solving actions and study routines for reading and writing words.

help your child look for familiar words within larger words (i.e. **bleach**, **pinch**, **catch**, **shape**)

take words apart by syllables to solve them.

label 4 paper grocery bags with the numbers 1 through 4. Say a word aloud to your child and have them toss a ball into the bag that indicates the correct number of syllables. For example, if the word is *elephant*, your child would toss the ball into the bag labeled with the number 3 (el/e/phant).

understand and make connections between words that are compound words (i.e. cupcake, football, snowman).

create riddles to solve with your child. For example, *“I’m thinking of a compound word that means a sweet treat with frosting. Sometimes, we share them with friends for our birthday.”*





Students are learning to...

At home you can...

understand and make connections between words that are synonyms (words that have the same meaning) and antonyms (words that have the opposite meaning).

encourage your child to describe their day using synonyms and/or antonyms and point out the pairs they say. For example, *“Today the weather was **sunny**, not **rainy**, (antonyms) so we got to play outside for a long time. We had so much fun that we **laughed** and **giggled** (synonyms) the whole time.”*

read and write high frequency words.

use letter tiles (like the ones in a Scrabble game box) to make and read high frequency words

read and write words with different letter patterns (VCC – i.e. **wing**, **drink**, **blush**, **math**, **bend**; VVC – i.e. **seed**, **keep**, **feet**, **good**, **room**).

assist your child in creating a Bingo or Tic-Tac-Toe game board with a different word in each block. As you call out the words from the card, have your child identify the word and the letter pattern (VCC or VVC) at the end of the word. You can challenge them to think of another word ending with the same letter pattern (i.e. **drink** – **think**; **look** – **cook**)



Students are learning to...

At home you can...

read and write words with various vowel combinations (VVC - i.e. **rain**, **read**, **goal**).

point out words with various vowel combinations as you read with your child.

expand knowledge of contractions (i.e. I am - I'm; you are - you're; we will - we'll) and how they work.

point out contractions as you are reading with your child. Have your child identify the words that make up the contraction.

apply appropriate word endings (i.e. -s, -ed) for proper subject-verb agreement.

provide your child a noun (person, place, or thing) and a verb (action word) to use in a sentence. They may say their sentence aloud or write it.

understand simple abbreviations (i.e. Mr., Mrs., Ave., Dr.) and their purpose.

help your child write a letter to friend or family member and address the outside of the envelope before sending it.





Students are learning to...

At home you can...

read and write high frequency words.

assist your child to locate high frequency words in texts as you are reading.

read and write consonant clusters (ch, sh, th) in words (i.e. **cheese**, **kitchen**, **beach**).

assist your child in creating a Bingo or Tic-Tac-Toe game board with a different word in each block. As you call out the words from the card, have your child identify the word, the consonant cluster (ch, sh, th) and where it is in the word.

read and write words beginning with consonant letters that represent two or more different sounds (i.e. **cook**, **city**, **gold**, **giraffe**, **think**, **they**).

create a set of word cards with words beginning with consonant letters that represent two or more different sounds (i.e. c, g, th). Have your child sort the words and read them aloud, identifying the beginning letter(s) and sound.



Students are learning to...

At home you can...

expand knowledge of plurals (i.e. days, halves, parties, mice) and how they work.

create a set of word cards including singular and plural nouns. Play a game with your child to make matches (i.e. day - days, half - halves, party - parties, mouse - mice).

understand letter combinations that represent unique vowel sounds (i.e. -oi, -oy, -ou, -ow).

point out words with various letter combinations (i.e. **soil**, **boy**, **foul**, **flower**) as you read with your child.

understand and make connections between words that are homophones (words that sound the same, but have different spellings and meanings).

share a homophone with your child and ask them to use the word in sentences that show the various meanings (i.e. no - I hope we have **no** rain while we're on vacation. know - I **know** we are going to have a great time visiting our cousins this summer).

understand and use words with multiple meanings (i.e. park, can, run).

share a word with multiple meanings and have your child illustrate the various definitions (i.e. top - an article of clothing, a child's toy, being the best at something).