

Seton Home Study School
Phonics 2 Lesson Plan

Day 2

Review yesterday's lesson.

Print *jump* and *jumping* on the board; explain that *jump* is the base word and -ING is an ending or suffix. Print *keep*, *read*, *dream*, *spell*, and *sweep* on the board and have your child add suffixes. Then print *jumped* and explain that -ED is another suffix.

Assign Lesson 66.

Day 3

Assign Lesson 67.

Have your child write out the proper word for the following sentences:

1. It _____ for forty days. (raining, rained)
2. Joshua and the Israelites _____ into Jericho after the walls had fallen down. (marched, marching)
3. The apostles were _____ when the soldiers came to arrest Jesus in the Garden of Gethsemane. (sleeping, sleeps)
4. Jesus _____ on the water and told the apostles to have faith. (walking, walked)
5. The rich man _____ Jesus, "What must I do to go to heaven?" (asked, asking)

Day 4

Review this week's lessons, especially concepts not completely understood.

WEEK TWENTY-FOUR

Day 1

Make up sentences such as the following in which your child may fill in missing words with different suffixes:

1. Betty is (weeding) the garden. Betty loves to (weed) the garden. Betty (weeds) the garden when it is warm.
2. The farmer (wishes) it would rain. The farmer (wished) it had rained last Sunday. I am (wishing) for a sunny day tomorrow.
3. Jonah (prayed) for his people. Jonah is (praying) for his people.
4. The fish (swallowed) Jonah. The fish is (swallowing) Jonah.

Teach your child to add the suffixes -ING and -ED to short-vowel words ending in a single consonant. Teach the rule: When a short-vowel word ends in a single consonant, usually double the consonant before adding a suffix that begins with a vowel.

Write the following base words on the board, plus the word with the suffix -ED or -ING: run, running; grab, grabbed, grabbing; swim, swimming; rub, rubbing, rubbed; stop, stopping, stopped. Have your child do the same for the following: drip, help, tell, slip, plan, clean.

Assign Lesson 68.

Day 2

Teach adding the suffixes -ING and -ED to words ending in final E. Review the Long Vowel Rule I (on the inside back cover).

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Print the following words and have your child read them: cube, rake, hole, sail, tame, bike, cub, send, back, boat. Explain the silent E. Explain the rule: When a word ends in silent E, drop the E before adding a suffix that begins with a vowel.

Print the following words on the board: hope, lock, hike, name, pass, and rule. Have your child add -ING and -ED to each word, erasing the E before adding the suffix.

Have your child spell the missing word in these sentences; you may wish to provide a word bank of the base words:

1. St. John was (running) so fast to the empty tomb that St. Peter could not catch up.
2. Mary Magdalen (rubbed) dry the feet of Jesus with her hair.
3. St. Peter (grabbed) a sword and cut off the ear of the soldier.
4. The people (stopped) accusing the women when Jesus wrote their sins in the dirt.
5. Jesus (saved) us by dying on the cross.
6. Jesus is (giving) us many opportunities to be good.
7. Our good works are (pleasing) to Jesus.
8. Jesus is (coming) again at the end of the world.
9. Thank You God for (making) me.
10. Thank You God for (loving) me.

Assign Lesson 69.

Day 3

Review adding the suffixes -S, -ES, -ED, or -ING to base words ending either in a single consonant or in final E. Review the rules. Print the following words on the board, and print them again with suffixes: fix, glue, miss, rob, fish, smoke, sit, quack, peach, star, wish, burn, drag, mail, clap, make, pin, save, and sleep.

Assign Lesson 70.

Day 4

Review the week's lessons.

WEEK TWENTY-FIVE

Learning Games

Suffix Match: Make a set of index cards with base words to which the suffixes *ly*, *ful*, *ness*, and/or *less* can be added. Make another set (preferably a different color) with the suffixes *ly*, *ful*, *ness*, and *less*. Ask your child to match as many base words to suffixes as he can; record the words he makes.

Suffix Concentration: (for 2 players) Make index cards for pairs of words with the same suffix that are formed in the same way. For example: darkness, goodness; wishful, careful; foxes, beaches; hopped, dipped; gladly, quietly; baking, shaking; cheerful, playful. Lay the cards face down. Each player takes a turn matching words with the same suffix; explain that words that have spelling changes must be matched together.

Day 1

Teach adding the suffix -FUL to base words; associate that suffix with the sound it stands for. Use the same procedure as before. Print the base word and add the suffix: care; careful (define as "full of care"). Do the same with *harm*, *hope*, *fear*, *pain*.