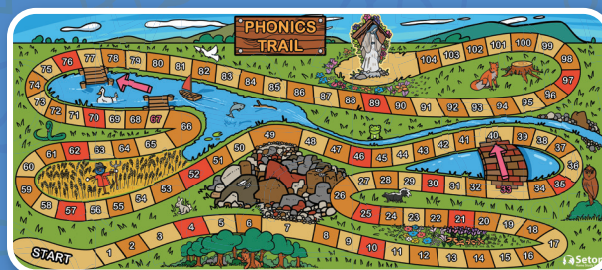
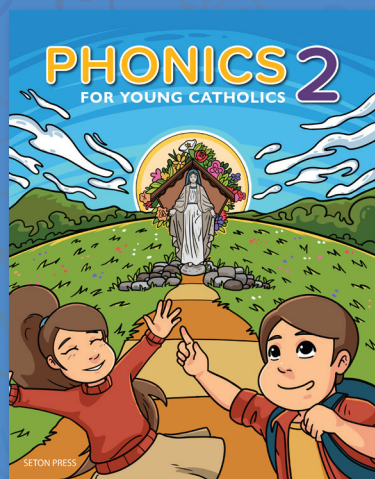




PHONICS 2

COURSE MANUAL



LESSON PLANS - APPENDIX - ANSWER KEYS - TESTS - QUARTER REPORT FORMS

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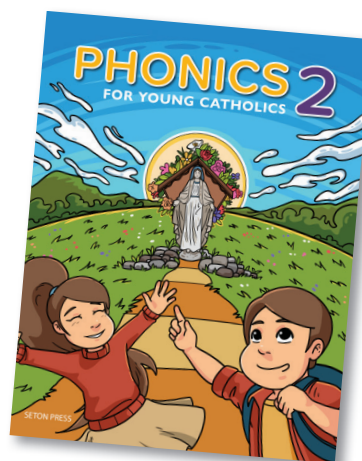
The answer key, tests, and Quarter Report Forms are located at the end of this Course Manual.

Course Materials

Phonics 2 for Young Catholics (Second Edition)

Phonics Trail Game

Online Resources





FIRST QUARTER

**PHONICS 2 LESSON PLAN****Week One****Day 1**

You can check off work
as you complete it!



At the beginning of each unit in *Phonics 2 for Young Catholics*, there is a copy of a religious painting of the Blessed Mother. If you wish, you may cut the page out of the book and display the picture on a wall in your homeschool room. Read the name of the painting to your child. Discuss with your child what he sees in the painting. ☐

On the reverse side of the religious painting is a drawing by the artist Ben Hatke. His drawings depict the daily life of young children as they grow in their Faith.

Lessons are located in *Phonics 2 for Young Catholics*. This is the only day in which four pages of material will be covered. For the second grade student, the content of these exercises is all review.



Lesson 1a: Alphabet. At the top of the page, there are lines for your child to write his name. We encourage him to do so in this lesson and every lesson that follows. This lesson is a review of general information about the letters of the alphabet. Read the information in the green box to your child. ☐



At the bottom of each page is a short prayer, such as *All the saints pray for us*. **Say the prayer with your child.** ☐



Lesson 1b: Consonant Sounds. Read the directions in the gold box. Point to the small drawing of the pencil, and explain to your child that whenever he sees the drawing of the pencil he knows to read the directions in the gold box. Sometimes the directions will tell him to write his answers, or sometimes he will be answering orally. ☐

Refer to the Introduction for the Heavenly Writing Method.



Online Resources. Video that shows a demonstration of Heavenly Writing.

For the student who has studied Seton's Phonics K and Phonics 1, he should recognize the key word used with each consonant, such as **Tt, tent**. Remind your child that the sound of **c** in *cat* is /k/ as in *kite*. If your child is experiencing any difficulties with the pronunciation of any letter, use the online video resources on My Seton, Course Resource.



Online Resources: Video for the pronunciation of letters and tips to help with pronunciation problems



Lesson 2a: Beginning Consonant Sounds. Read the information in the green box. Follow the directions in the gold box. ☐

PHONICS 2 LESSON PLAN



Lesson 2b: Consonant Sounds. Read the directions in the gold box. This is a continuation of the consonant sounds from Lesson 1b.

☐


Review the following: **x** has the sound /ks/; in a word, the letter **q** is always followed by the letter **u** and has the sound /qw/.

☐

Day 2



Lesson 3a: Beginning Consonant Sound. Read the information in the green box. Follow the directions in the gold box. Review that the letter **q** is always followed by the letter **u** in a word.

☐

In each lesson, read the information in the green box at the top of the page to your child. Then, give examples to help him understand the purpose of the lesson. Assist your child with the first item in the exercise then he completes the rest of the exercise. Take the time to review his answers once he has finished so that any errors can be corrected before he proceeds to the next exercise.

If your child has trouble identifying the beginning consonant sound after he has said the name of the picture, the parent may repeat the name of the picture so that the child hears the beginning sound.



Lesson 3b: Beginning Consonant Sound. Read the information in the green box. Follow the directions in the gold box.

☐


Game: I Spy. See the directions in the appendix of this lesson plan.

☐

Day 3



Lesson 4a: Frequently Used Words. Follow the directions. Assist your child as needed with the sentences.

☐

These words do not follow all of the phonics rules. Some words are based on phonics rules not studied yet. Your child needs knowledge of these words so that he may use them in his Faith and Freedom Readers. The Pronunciation Guide at the bottom of each page helps the student learn how to pronounce the frequently used words.

Your child is not expected to learn how to spell most of the Frequently Used Words. He needs to learn how to recognize them and pronounce them for reading. Some of the words will be included in the lessons of *Spelling 2 for Young Catholics*.

If the pages are removed from the workbook, it is suggested that pages with Frequently Used Words be kept in a binder so the student can look back at them for reference when reading the Faith and Freedom Readers.



Lesson 4b: Frequently Used Words. Follow the directions.

☐

**PHONICS 2 LESSON PLAN****Day 4****Lesson 5a: Frequently Used Words.** Follow the directions. ☐**Lesson 5b: Frequently Used Words.** Follow the directions. ☐**Day 5**No assignment. Use this day to **review** as needed. ☐**Week Two****Day 1****Lesson 6a: Frequently Used Words: Homophones.** Read the information in the green box. Explain that *sun* is the word for the bright object in the sky that gives us light and warmth; *son* is the boy child of your parents. Follow the directions in the gold box. ☐

You may want to ask your child to think of additional sentences that use the homophones. Examples: I saw it over **there**. This is **their** home. That is the **right** answer. I can **write** the alphabet.

**Lesson 6b: Picture Identification.** Read the directions. Play the game. The student may place a marker on top of the picture, or he may draw a line through the picture. This is an option for each Picture Identification page. ☐

The picture identification page introduces the pictures, the names of the pictures, and the sounds of letters that will be studied in lessons that follow. When the parent says the names of the pictures, the student hears the sounds of the letters. It is presented as a game so the student will enjoy learning the names of the pictures. If the workbook pages are removed from the workbook, it is suggested that pages with picture identifications be kept in a binder so the student can look back at them for reference if in doubt about the name of a picture. The pages can also be used again and again for the game.

Day 2**Lesson 7a: Ending Consonant Sound.** Read the information in the green box. Ask your child to show you where he can find the directions for the exercise. He should point to the gold box with the drawing of the pencil. Point to each word as you read the directions. Follow the directions. ☐

If your child has trouble identifying the ending consonant sound after he has said the name of the picture, the parent may repeat the name of the picture so that the child hears the ending sound.

**Lesson 7b: Ending Consonant Sound.** Read the information in the green box. Follow the directions. ☐

PHONICS 2 LESSON PLAN

Day 3



Lesson 8a: Ending Consonant Sound. Read the information in the green box. Follow the directions.

☐


Lesson 8b: Beginning and Ending Consonant Sounds. Follow the directions.

☐

Day 4



Lesson 9a: Middle Consonant Sound. Read the information in the green box. Follow the directions. Point to the double consonants in many of the words, such as attic, carrot, etc. Explain that the double consonants makes one sound in the middle of the word.

☐


Lesson 9b: Middle Consonant Sound. Read the information in the green box. Follow the directions. In the word rabbit, the double consonants *bb* make one sound.

☐

Day 5



No assignment. Use this day to **review** as needed.

☐

Week Three

Day 1



Lesson 10a: Frequently Used Words. Follow the directions.

☐


Lesson 10b: Frequently Used Words. Follow the directions.

☐

Day 2



Lesson 11a: Frequently Used Words. Follow the directions.

☐

Some additional examples of *use* as a verb: Do you *use* the bus to go to the park? Can we *use* glue for the craft.

Some additional examples of *use* as a noun: Dad has a *use* for that drill. Tim has lost the *use* of his pool pass for the week.



Lesson 11b: Frequently Used Words. Follow the directions.

☐