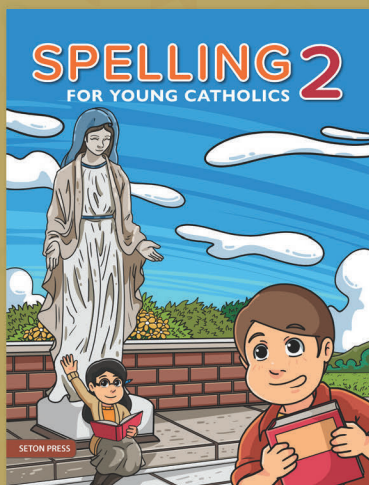




# SPELLING 2

## COURSE MANUAL



LESSON PLANS - ANSWER KEYS - TESTS - QUARTER REPORT FORMS

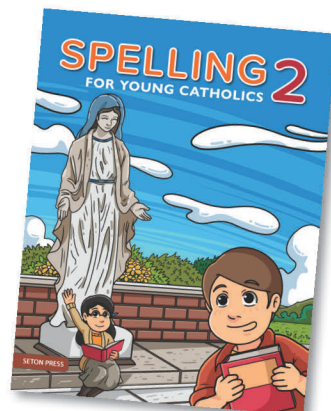
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**The answer key, tests, and Quarter Report Forms are located at the end of this Course Manual.**

## Course Materials

*Spelling 2 for Young Catholics* (Second Edition)







FIRST QUARTER

# SPELLING 2 LESSON PLAN

## Week One

### Day 1

You can check off work  
as you complete it!



**Lesson 1a: Frequently Used Words: List Words.** Read to your child the rule at the top of the page: Some words follow spelling and pronunciation rules. Some words do not follow the rules. Follow the Directions. ☐

#### LIST WORDS

As the parent points to each list word, the parent says the word out loud, and the student sees the word and hears the word. The student then says the word out loud. Many of the list words are familiar words that your child knows in reading. He needs to learn how to spell these words.

#### HEAVENLY WRITING

It is suggested that the student write each word in the air using the Heavenly Writing method described in the Introduction of this lesson plan.

#### SAMPLE:

The word is **to**. Student says /tü/ (that rhymes with moo). Tell him the letters **t o** spell the word that has the sounds / tü /.

Student: **Say** /tü/. **Write t** in the air. **Say** the name of the letter **t**.

**Write o** in the air. **Say** the name of the letter **o**.

Student: **Say** /tü/. **Say** the names of the letters **t o**.

#### PICTURE AND SENTENCES.

With parental assistance, the student reads the sentences:

- Joe will **do his** quiz **for** math. Then, he will **go to** the park.

Explain to your child that the words in bold print are words in the spelling list. How many list words does your child see? How does the picture illustrate the sentence?

### Day 2



**Lesson 1b: Frequently Used Words: Phrases.** The parent reads the phrase or sentence containing a spelling list word, and then says the word. The student hears the word and repeats it. Then the student writes the word on the line. ☐

If your child needs additional practice, you can read the word out loud, and he can write the word on a separate piece of paper. After he has written the word, he reads the word he has written. If his spelling of the word does not match the printed word in the exercise, help him see his error.

### Day 3



**Lesson 2a: Frequently Used Words: Word Triangles.** Follow the directions. ☐



## SPELLING 2 LESSON PLAN

## Day 4

**Lesson 2b: Frequently Used Words, ABC Order.** Follow the directions. ☐

Refer to the Introduction of *Spelling 2 for Young Catholics* and this lesson plan for “Teaching ABC Order.” Remind the student to underline the first letter in each of the two words. Then find the first letters in the alphabet printed at the top of the page. If the first letters in the words are the same, look at the second letters for ABC order.

## Day 5

There is no scheduled assignment for today.

**Optional:** If your child has difficulty with the list of words, we suggest you have a Spelling Bee using any or all of the list words. ☐

## Week Two

## Day 1

**Lesson 3a: Frequently Used Words: List Words.** Read to your child the information at the top of the page that explains the lesson. Follow the directions. ☐

Follow the method used in Lesson 1a to introduce the spelling words. Use Heavenly Writing for each list word.

**NOTICE THE ADDITIONAL INFORMATION:** Some words sound the same but have different meanings and spellings, such as **there** and **their**. These words are called homophones.

Read the sentences under the picture to the student or help the student to read the sentences. Point to the List Words used in the sentence. Ask him how many list words are in the sentence.

Use this approach for the remaining lessons in the book that introduce a new List of Words.

## Day 2

**Lesson 3b: Frequently Used Words: Phrases.** Follow the directions. The parent reads the phrase or sentence containing a spelling list word, and then says the word. The student hears the word and repeats it. Then the student writes the word on the line. ☐

If your child needs additional practice, you can read the word out loud, and he can write the word on a separate piece of paper. After he has written the word, he reads the word he has written. If his spelling of the word does not match the printed word in the exercise, help him see his error.

Use this approach for the remaining lessons in the book that present the list words in phrases.



SECOND QUARTER



## SPELLING 2 LESSON PLAN

## Week Ten

Continue to complete the remaining lessons of the book following the same methods used in the first nine weeks.

## Day 1



**Lesson 18a: A as in Ball: List Words.** Read the information at the top of the page. Follow the directions. ☐

## Day 2



**Lesson 18b: A as in Ball: Phrases.** Follow the directions. ☐

## Day 3



**Lesson 19a: A as in Ball: Rhyming Words.** Follow the directions. There is an extra rhyming word for **stalk** that will not be used in the exercise. ☐

## Day 4



**Lesson 19b: A as in Ball: ABC Order.** Follow the directions. ☐

## Day 5



No scheduled assignment. **Review as needed.** ☐

## Week Eleven

## Day 1



**Lesson 20a: Y as a Vowel: List Words.** Read the information at the top of the page. Follow the directions. ☐

## Day 2



**Lesson 20b: Y as a Vowel: Phrases.** Follow the directions. ☐



# SPELLING 2

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This Course Manual is the property of Seton Home Study School and must be returned to Seton when the course has been completed.

We encourage you, however, to write in this Course Manual, or highlight in it to mark student progress.

For more information, visit:  
**[setonhome.org/return-lp](https://setonhome.org/return-lp)**

## LIST OF COURSE MATERIALS

- *Spelling 2 for Young Catholics (Second Edition)*



**Seton**  
Home Study School

1350 Progress Drive, Front Royal, VA 22630  
[www.setonhome.org](https://www.setonhome.org)



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