

# Day 1

## 1 Word Knowledge

### Formal Assessment

Before beginning the Getting Started portion of grade 2, administer the Pretest found on pages 2–9 of the **Program Assessment**. This will help you assess your students' entry-level skills. The Pretest is an instrument for surveying a variety of phonics, reading, and language arts skills and will provide a good profile of students' abilities at the beginning of grade 2. While the Pretest takes some time to complete, it will be time *well spent*. Knowing what your students know is an essential first step in good teaching practice.

A Midyear Assessment will be administered at the end of the third unit, and a Posttest will be administered at the end of the year. The Midyear Assessment will help you monitor your students' progress through the year, while the Posttest provides a summative assessment.

### Phonics and Fluency

#### Reviewing the Sound/Spelling Cards

Begin by discussing the **Sound/Spelling Cards**. If your students have had **SRA/Open Court Reading**, ask them to share what they remember about the **Sound/Spelling Cards**. Be sure to share any of the following points that students don't mention. If your students have never had **SRA/Open Court Reading**, discuss each of the following points with them. This information will be discussed and reviewed as you proceed through the lessons.

- Remind students that there are capital letters and small letters. Ask students what they know about when to use the capital letters versus small letters. Emphasize that capital letters are used at the beginning of a special name, like the students' names, as well as the beginning of a sentence. Have some students give their first name and then tell the capital letter with which it begins.
- Explain that the cards are called **Sound/Spelling Cards** to help students connect sounds and spellings.
- Help the students understand or recall how they can use the pictures on the **Sound/Spelling Cards** to remember the sounds associated with them. Provide a couple of examples. For instance, the sound that the ball makes when Bobby bounces it is /b/ /b/ /b/ /b/. Some students may have been taught actions to go with the sounds. If they have, encourage them to demonstrate these actions. If students have not had **SRA/Open Court Reading** before, tell the class that they will learn the name of each card over the next few weeks. The complete set of Sound/Spelling Card Stories is provided on pages 74–81 of the Appendix.
- Ask students why some of the letters are red and the rest are black. Make sure students understand that the vowels are red and the consonants are black.
- Ask students why vowels are special. Discuss the following points: vowels can have more than one sound—usually long or short; long vowels can be spelled more than one way; sometimes vowels are spelled with a consonant like *ow*; every word or syllable has a vowel.
- Remind students that every syllable in English has a vowel sound in it. Say the following words and have students clap the number of syllables: *dog*, *table*, *basketball*, *hippopotamus*. Write each word and the number of claps on the board. Then, go back and write each word as syllables: *dog*, *ta/ble*, *bas/ket/ball*, *hip/po/pot/a/mus*. Count the number of syllables for each word and compare it to the number of claps. Point out that there is one vowel sound for each syllable. So, if there are five syllables, there are five vowel sounds.
- Ask students if they notice anything else about the vowels on the **Sound/Spelling Cards**. If necessary, point out that there are special color boxes to help students remember the vowels. The green box is for short vowels; the yellow box is for long vowels; and the blue box is for other vowels, including diphthongs (/oi/; /ow/), *r*-controlled vowels (/er/; /ar/), and variant vowel digraphs (/aw/; /oo/; /ōō/).
- Explain that some consonant sounds have multiple spellings. For example, the /f/ sound can be spelled *f* or *ph*, and the /n/ sound can be spelled *n* or *kn*\_.
- Tell students that sometimes two letters make one sound. When two consonants make one sound, it is called a consonant digraph. Consonant digraphs include /sh/ spelled *sh*, /th/ spelled *th*, /ch/ spelled *ch*, and /hw/